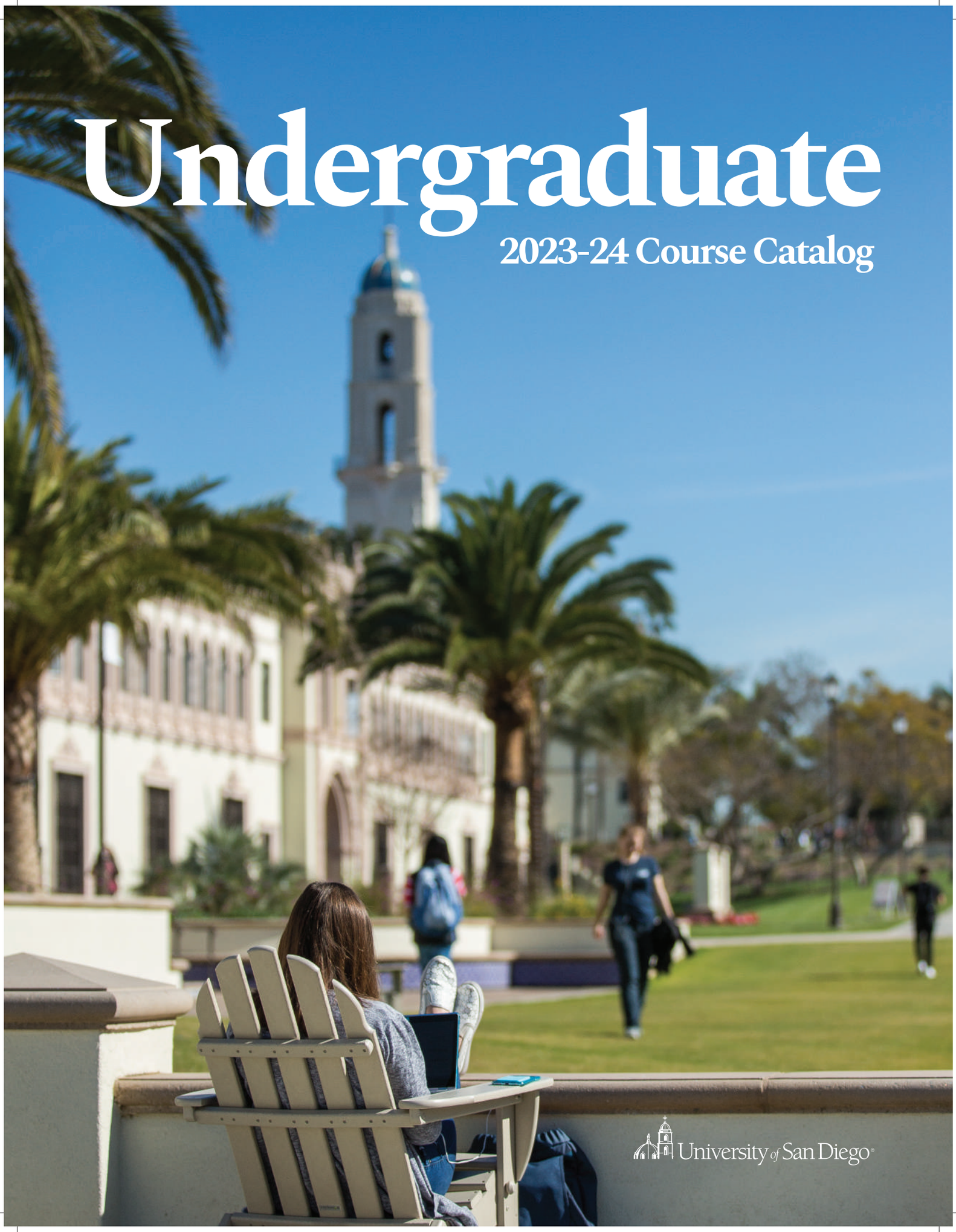
Undergraduate

2023-24 Course Catalog



University of San Diego

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UNIVERSITY OF SAN DIEGO

As you review the university's catalogs, we hope they will become useful tools as you navigate your academic journey at the University of San Diego.

The catalogs include information about the university, academic programs, important policies, and our outstanding faculty. It includes a summary of our courses, degree requirements and curriculum recommendations for all majors, minors and degree programs. Students choose from dozens of undergraduate and graduate degree programs in academic divisions including the College of Arts and Sciences, the Knauss School of Business, the Shiley-Marcos School of Engineering, the School of Leadership and Education Sciences, the School of Law, the Hahn School of Nursing and Health Science, and the Joan B. Kroc School of Peace Studies.

The University of San Diego (USD) is a community dedicated to your success in making a genuine difference in the world. You have embarked on a journey that will be both challenging and rewarding and one that will lead to new and exciting professional opportunities.

2023-2024 UNDERGRADUATE COURSE CATALOG

This 2023-2024 Undergraduate Online Catalog site contains the most up-to-date information for students, faculty and staff.

Students entering the University of San Diego and/or declaring a major during 2023-2024, should follow that information contained in the published course catalog (also known as the "catalog of record") available early summer 2023. The updated undergraduate core curriculum requirements are included as part of the 2023-2024 catalog.

PDF files require Adobe Reader to view; get Adobe Reader from http://get.adobe.com/reader/.

2023-2024 Catalog of Record (https://catalogs.sandiego.edu/undergraduate/2023-2024_Undergraduate_Catalog.pdf)

(https://catalogs.sandiego.edu/undergraduate/2023-2024_Undergraduate_Catalog.pdf)

Archived Catalogs of Record (pdf)

- Undergraduate Course Catalog 2022-2023 (https://catalogs.sandiego.edu/undergraduate/2022-2023_Undergraduate_Catalog.pdf)
- Undergraduate Course Catalog 2021-2022 (https://catalogs.sandiego.edu/pdf/2021-2022%20Undergraduate%20Catalog.pdf)
- Undergraduate Course Catalog 2020-2021 (https://catalogs.sandiego.edu/pdf/2020-2021-undergraduate.pdf)
- Undergraduate Course Catalog 2019-2020
- Undergraduate Course Catalog 2018-2019 (http://catcher.sandiego.edu/items/usd/2018-2019-undergraduate.pdf)
- Undergraduate Course Catalog 2017-2018 (http://catcher.sandiego.edu/items/usd/2017-18-undergraduate.pdf)
- Undergraduate Course Catalog 2016-2017 (http://catcher.sandiego.edu/items/usd/2016-17-undergraduate_Final.pdf)
- Undergraduate Course Catalog 2014 (http://catcher.sandiego.edu/items/usd/2014-16-undergraduate.pdf)-2016 (http://catcher.sandiego.edu/items/usd/2014-16-undergraduate.pdf)
- Undergraduate Course Catalog 2012-2014 (http://catcher.sandiego.edu/items/usd/2012-2014_USD_New.pdf)
- Undergraduate Course Catalog 2010 (http://catcher.sandiego.edu/items/usd/UGCatalog_10_op.pdf)-2012 (http://catcher.sandiego.edu/items/usd/UGCatalog_10_op.pdf)
- Undergraduate Course Catalog 2008 (http://catcher.sandiego.edu/items/bulletins/Bulletin_updated.pdf)-2010 (http://catcher.sandiego.edu/items/bulletins/Bulletin_updated.pdf)
- Undergraduate Course Catalog 2006 (http://catcher.sandiego.edu/items/bulletins/bulletin_06_08.pdf)-2008 (http://catcher.sandiego.edu/items/bulletins/bulletin_06_08.pdf)
- Undergraduate Course Catalog 2004 (http://catcher.sandiego.edu/items/usd/USD_UGB_04-06_Signed.pdf)-2006 (http://catcher.sandiego.edu/items/usd/USD_UGB_04-06_Signed.pdf)

For archived catalogs of record prior to 2004, please contact the Office of the Registrar at registrar@sandiego.edu.

Undergraduate Academic Calendar

2023-2024 Undergraduate Academic Calendar (p. 6)

Archives

- 2022-2023 Undergraduate Academic Calendar (p. 8)
- 2021-2022 Undergraduate Academic Calendar (p. 9)
- 2020-2021 Undergraduate Academic Calendar (p. 10)
- 2019-2020 Undergraduate Academic Calendar (https://catalogs.sandiego.edu/undergraduate/academic-calendar/2019_2020/)
- 2018-2019 Undergraduate Academic Calendar (p. 13)
- 2017-2018 Undergraduate Academic Calendar (p. 15)
- 2016-2017 Undergraduate Academic Calendar (p. 16)
- 2015-2016 Undergraduate Academic Calendar (p. 17)
- 2014-2015 Undergraduate Academic Calendar (p. 19)

For archived, proposed and law school calendars, please visit the Provost Office website (https://www.sandiego.edu/academics/academic-calendars.php).

2023-2024 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2023

August

22	Tues.	International Student Move-In Day
23	Wed.	Final Registration/Fee Payment Without Penalty
23-24	Wed.-Thurs.	Mandatory International Student Orientation Days
24	Thur.	Late Charges Begin

26-29	Sat.-Tues.	Olé Weekend (New Student Orientation)
30	Wed.	Classes Begin

September

1	Fri.	Language Competency Exam - Time and Place: TBA
4	Mon.	Labor Day Holiday (No Classes, Offices Closed)
7	Thurs.	Mass of the Holy Spirit
11	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
11	Mon.	Deadline 100 Percent Tuition Refund
18	Mon.	Deadline 90 Percent Tuition Refund
25	Mon.	Deadline 80 Percent Tuition Refund

October

TBD		2024/2025 Free Application for Federal Student Aid (FAFSA), CA Dream Act Application, and USD Dream Act Application available
2-26	Mon.-Thur.	Online Class Reservation for Intersession 2024
2	Mon.	Financial Aid applications for Intersession 2024 Available
2	Mon.	Deadline 70 Percent Tuition Refund
9	Mon.	Deadline 60 Percent Tuition Refund
16	Mon.	Deadline 50 Percent Tuition Refund
23	Mon.	Midterm Grades Due

November

1	Wed.	Priority Deadline for Intersession 2024 Financial Aid Applications
1	Wed.	Deadline to Petition for May or August 2024 Graduation
1	Wed.	Class Reservation Begins for Spring 2024
1	Wed.	Walk-In Registration Begins for Intersession 2024 at the One Stop Student Center
2	Thurs.	Deadline to Select Grade or Pass/Fail Option
8	Wed.	Last Day to withdraw from classes with a "W"
8	Wed.	Deadline for Removal of Incomplete from Prior Semester/ Summer Sessions
22-24	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

December

1	Fri.	Language Competency Exam - Time and Place: TBA
1	Fri.	Intersession 2024 Tuition/Fee due
11	Mon.	Last Day of Classes
12-13	Tues.-Wed.	Study Days
14-20	Thurs.-Wed.	Final Examinations
15	Fri.	Mid-Year Graduation Celebration at 4 pm. (Mass and Reception)
Jan 3, 2024	Wed.	Fall 2023 Final Grades Due

Intersession 2024 (optional)

January

3	Wed.	Fall 2023 Final Grades Due
3	Wed.	First Day of Intersession Classes
15	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
23	Tues.	Last Day of Intersession Classes

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2024

January

3	Wed.	Fall 2023 Final Grades Due
15	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
22	Mon.	Final Registration and Final Fee Payment Deadline Without Penalty
23	Tues.	Late Charges Begin
23	Tues.	International Student Move-In Day
24-25	Wed.-Thurs.	International Student Orientation
26-28	Fri.-Sun.	New Student Spring Orientation
29	Mon.	Classes Begin
TBD	TBD	Competency Exam: Language

February

7	Wed.	Last Day to Enroll in Classes and to Drop a Class Without a "W"
7	Wed.	Deadline 100 Percent Tuition Refund
8	Thurs.	All-Faith Service
14	Wed.	Deadline 90 Percent Tuition Refund
21	Wed.	Deadline 80 Percent Tuition Refund
28	Wed.	Deadline 70 Percent Tuition Refund

March

2	Sat.	Priority Deadline for Undergraduate Fall 2024 and Spring 2025 Financial Aid (FAFSA) Applications
4	Mon.	Financial Aid Applications for Summer 2024 Available
4-28	Mon.-Thurs.	Online Class Reservation for Summer Sessions 2024
25-April 1	Mon.-Mon.	Easter/Spring Break (No Classes)
6	Wed.	Deadline 60 Percent Tuition Refund
13	Wed.	Deadline 50 Percent Tuition Refund
20	Wed.	Midterm Grades Due

April

2	Tues.	Priority Deadline for Summer 2024 Financial Aid Applications
2	Tues.	Walk-In Registration Begins for Summer Sessions 2024 at the One Stop Student Center
2	Tues.	Class Reservation Begins for Fall 2024
8	Mon.	Deadline to Select Grade or Pass/Fail Option
10	Wed.	Deadline for Removal of Incompletes from Prior Semester and Intersession
10	Wed.	Last Day to Withdraw from Classes with “W”

TBD	TBD	Competency Exam: Language
TBD	TBD	Competency Exam: Lower-Division and Upper-Division English

May

1	Wed.	Summer 2024 Tuition/Fee due
7	Tues.	Honors Convocation
13	Mon.	Last Day of Classes
14-15	Tues.-Wed.	Study Days
16-22	Thurs.-Wed.	Final Examinations
TBD		NROTC Commissioning Ceremony
25-26	Sat.-Sun.	Undergraduate Commencement Ceremonies
28	Tues.	Spring 2024 Final Grades Due
TBD	TBD	Competency Exam: Language

Summer 2024 (optional)

June, July, August

May 28	Tues.	Spring 2024 Final Grades Due
June 3	Mon	First Day of Summer Sessions
June 19	Wed.	Juneteenth (No Classes, Offices Closed)
July 4	Thurs.	Independence Day Holiday (No Classes, Offices Closed)
Aug 23	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2022-2023 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2022

August

24	Wed.	Final Registration/Fee Payment Without Penalty
25	Thur.	Late Charges Begin
27-30	Sat.-Tues.	Olé Weekend (New Student Orientation)
31	Wed.	Classes Begin

September

2	Fri.	Competency Exam: Language, 6-8pm. Registration starts July 25
5	Mon.	Labor Day Holiday (No Classes, Offices Closed)
8	Thur.	Mass of the Holy Spirit
12	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
12	Mon.	Deadline 100 Percent Tuition Refund
19	Mon.	Deadline 90 Percent Tuition Refund
26	Mon.	Deadline 80 Percent Tuition Refund

October

3-27	Mon.-Thur.	Online Class Reservation for Intersession 2023
3	Mon.	Financial Aid applications for Intersession 2023 Available
3	Mon.	Deadline 70 Percent Tuition Refund
10	Mon.	Deadline 60 Percent Tuition Refund
17	Mon.	Deadline 50 Percent Tuition Refund
21	Fri.	Writing Competency Exam Fee Deadline
24	Mon.	Midterm Grades Due
29	Sat.	Writing Competency Exam Date

November

1	Tues.	Priority Deadline for Intersession 2023 Financial Aid Applications
1	Tues.	Deadline to Petition for May or August 2023 Graduation
1	Tues.	Class Reservation Begins for Spring 2023
1	Tues.	Walk-In Registration Begins for Intersession 2023 at the One Stop Student Center
2	Wed.	Deadline to Select Grade or Pass/Fail Option
9	Wed.	Last Day to withdraw from classes with a "W"
9	Wed.	Deadline for Removal of Incomplete from Prior Semester/ Summer Sessions
23-25	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

December

1	Thur.	Intersession 2023 Tuition/Fee due
9	Fri.	Last Day of Classes
9	Fri.	Friday Dec. 9 Will Follow a Monday Class Schedule
10-11	Sat.-Sun.	Study Days
12-16	Mon.-Fri.	Final Examinations
16	Fri.	Mid-Year Graduation Celebration, 4pm. (Mass and Reception)
Jan. 3, 2023	Tues.	Fall 2022 Final Grades Due

Intersession 2023 (optional)

January

3	Tues.	Fall 2022 Final Grades Due
4	Wed.	First Day of Intersession Classes
16	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
24	Tues.	Last Day of Intersession Classes

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2023

January

3	Tues.	Fall 2022 Final Grades Due
16	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
19	Thurs.	Final Registration and Final Fee Payment Deadline Without Penalty
20	Fri.	Late Charges Begin

23-25	Mon.-Wed.	New Student Spring Orientation
TBD		Competency Exam: Language
26	Thurs.	Classes Begin

February

6	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a "W"
6	Mon.	Deadline 100 Percent Tuition Refund
9	Thur.	All-Faith Service
13	Mon.	Deadline 90 Percent Tuition Refund
20	Mon.	Deadline 80 Percent Tuition Refund
27	Mon.	Deadline 70 Percent Tuition Refund

March

1	Wed.	Financial Aid Applications for Summer 2023 Available
1-30	Wed.-Thurs.	Online Class Reservation for Summer Sessions 2023
2	Thur.	Priority Deadline for Undergraduate Fall 2023 and Spring 2024 Financial Aid (FAFSA) Applications
6-10	Mon.-Fri.	Spring Break (No Classes)
13	Mon.	Deadline 60 Percent Tuition Refund
20	Mon.	Deadline 50 Percent Tuition Refund
22	Wed.	Midterm Grades Due
31	Fri.	Writing Competency Exam Fee Deadline

April

1	Sat.	Priority Deadline for Summer 2023 Financial Aid Applications
3	Mon.	Walk-In Registration Begins for Summer Sessions 2023 at the One Stop Student Center
3	Mon.	Class Reservation Begins for Fall 2023
3	Mon.	Deadline to Select Grade or Pass/Fail Option
5	Wed,	Deadline for Removal of Incompletes from Prior Semester and Intersession
TBD		Competency Exam: Language
5	Wed.	Last Day to Withdraw from Classes with “W”
6-10	Thur.-Mon.	Easter Break (No Classes)
8	Sat.	Writing Competency Exam Date
TBD		Competency Exam: Lower-Division and Upper-Division English

May

1	Mon.	Summer 2023 Tuition/Fee due
2	Tues.	Honors Convocation
TBD		Competency Exam: Language
15	Mon.	Last Day of Classes
16-17	Tues-Wed.	Study Days
18-24	Thurs.-Wed.	Final Examinations
TBD		NROTC Commissioning Ceremony
28	Sun	Undergraduate Commencement Ceremony I at 9am and Ceremony II at 2pm
31	Wed.	Spring 2023 Final Grades Due

Summer 2023 (optional)

June, July, August

May 31	Wed.	Spring 2023 Final Grades Due
June 5	Mon	First Day of Summer Sessions
June 19	Mon.	Juneteenth (No Classes, Offices Closed)
July 4	Tues.	Independence Day Holiday (No Classes, Offices Closed)
Aug 25	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2021-2022 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2021

August

25	Wed.	Final Registration/Fee Payment Without Penalty
26	Thurs.	Late Charges Begin
Aug. 28-31	Sat.-Tues.	Olé Weekend (New Student Orientation)

September

Aug. 28 - Sep. 1	Sat.-Tues.	Olé Weekend (New Student Orientation)
1	Wed.	Classes Begin
6	Mon.	Labor Day Holiday (No Classes, Offices Closed)
		Competency Exam: Language
9	Thurs.	Mass of the Holy Spirit
13	Mon.	Deadline 100 Percent Tuition Refund
13	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
20	Mon.	Deadline 90 Percent Tuition Refund
27	Mon.	Deadline 80 Percent Tuition Refund

October

1	Fri.	2022/2023 Free Application for Federal Student Aid (FAFSA), CA Dream Act Application, and USD Dream Act Application available
4	Mon.	Financial Aid applications for Intersession 2022 Available
4	Mon.	Deadline 70 Percent Tuition Refund
4-28	Mon.-Thurs.	Online Class Reservation for Intersession 2022
11	Mon.	Deadline 60 Percent Tuition Refund
		Competency Exams fee deadline
18	Mon.	Priority deadline for Intersession 2022 Financial Aid Applications
18	Mon.	Deadline 50 percent tuition refund
25	Mon.	Mid-Term Grades Due

November

1	Mon.	Deadline to petition for May or August 2022 graduation
1	Mon.	Class reservation begins for Spring 2022
1	Mon.	Walk-In Registration Begins for Intersession 2022 at the One Stop Student Center
2	Tues.	Deadline to Select Grade or Pass/Fail Option
10	Wed.	Last Day to withdraw from classes with a "W"
10	Wed.	Deadline for removal of Incomplete from prior semester/Summer Sessions
24-26	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

December

1	Wed.	Intersession 2022 Tuition/Fee due
10	Fri.	Last day of classes
10	Fri.	Friday Dec. 10 will follow a Monday class schedule
11-12	Sat.-Sun.	Study Days
13-17	Mon.-Fri.	Final Examinations
17	Fri.	Mid-Year Graduation Celebration (Mass and Reception)

Intersession 2022 (optional)

January

3	Mon.	First day of Intersession classes
3	Mon.	Fall 2021 Final Grades Due
17	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
21	Fri.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2022

January

3	Mon.	Fall 2021 Final Grades Due
17	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
20	Thurs.	Final registration and final fee payment deadline without penalty
21	Fri.	Late Charges Begin
24-26	Mon-Wed.	New Student Spring Orientation
27	Thurs.	Competency Exam: Language
27	Thurs.	Classes Begin
TBD	TBD	All-Faith Service

February

15	Tues.	Last Day to Enroll in Classes and to Drop a Class Without a "W"
15	Tues.	Deadline 100 Percent Tuition Refund
		All Faith Service
22	Tues.	Deadline 80 Percent Tuition Refund

March

1	Tues.	Deadline 70 Percent Tuition Refund
2	Wed.	Priority deadline for Graduate Fall 2022 and Spring 2023 financial aid (FAFSA) applications
Mar. 7-11	Mon.-Fri.	Spring Break (No Classes)
14	Mon.	Financial Aid Applications for Summer 2022 Available
14-30	Mon.-Wed.	Online Class Reservation for Summer Sessions 2022
15	Tues.	Deadline 60 percent tuition refund
		Competency Exam fee deadline
22	Tues.	Deadline 50 Percent Tuition Refund
23	Wed.	Mid-term grades due

April

1	Fri.	Priority deadline for Summer 2022 financial aid applications
4	Mon.	Walk-in registration begins for Summer Sessions 2022 at the One Stop Student Center
4	Mon.	Class Reservation Begins for Fall 2022
8	Fri.	Deadline to select grade or Pass/Fail option
8	Fri.	Competency Exam: Langauge
12	Tues.	Last day to withdraw from classes with “W”
12	Tues.	Deadline for Removal of Incompletes from Prior Semester and Intersession
April 14-18	Thurs-Mon	Easter Break (No Classes)
		Competency Exam: Lower-Division and Upper-Division English

May

1	Sun.	Summer 2022 Tuition/Fee due
		Honors Convocation
13	Fri.	Competency Exam: Language
16	Mon.	Last Day of Classes
17-18	Tues-Wed.	Study Day
19-25	Thurs.-Wed.	Final Examinations
TBD		NROTC Commissioning Ceremony
29	Sun.	Undergraduate Commencement Ceremonies
June 1	Wed.	Spring 2022 Final Grades Due

Summer 2022 (optional)

June, July, August

June 6	Mon	First day of Summer Sessions
June 20	Mon.	Juneteenth Day Holiday (Offices Closed, No Classes)
July 4	Mon.	Independence Day Holiday (no classes, offices closed)
Aug 26	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2020-2021 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2020

July

July 15 - Aug 17	Dates Vary	Orientation Sessions

August

17	Mon.	Classes Begin
20	Thurs.	Mass of the Holy Spirit (Contact Mission & Ministry for Information)
26	Wed.	Final registration/fee payment without penalty
26	Wed.	Last day to enroll in classes
27	Thurs.	Late charges begin

September

7	Mon.	Labor Day holiday (no classes, offices closed)
10	Thurs.	Deadline 100 percent tuition refund
10	Thurs.	Last day to drop a class without a 'W'
12	Sat.	Makeup day from Labor Day Holiday
14	Mon.	Competency exam fee deadline: Language
17	Thurs.	Deadline 70 percent tuition refund
24	Thurs.	Deadline 60 percent tuition refund
26	Sat.	Competency exam: Language

October

1	Thurs.	2021/2022 Free Application for Federal Student Aid (FAFSA) available
1	Thurs.	Deadline 50 percent tuition refund
2	Fri.	Financial Aid applications for Intersession 2021 available
2-29	Fri. - Thurs.	Online class reservation for Intersession 2021
5	Mon.	Midterm grades due (undergraduate only)
12	Mon.	Class reservation begins for Spring 2021
16	Fri.	Priority deadline for Intersession 2021 Financial Aid Applications
20	Tues.	Deadline to select letter grade or pass/fail option
26	Mon.	Last Day to withdraw from classes with a "W"
26	Mon.	Deadline for removal of Incomplete grades from prior semester/ Summer Sessions
30	Fri.	Competency exam fee deadline: Mathematics

November

2	Mon.	Deadline to petition for May or August 2021 graduation
2	Mon.	Email registration begins for Intersession 2021 with One Stop Student Center
7	Sat.	Competency exam: Mathematics
13	Fri.	Last day of fall classes
14-15	Sat. - Sun.	Study days
16-20	Mon. - Fri.	Final Examinations
25-27	Wed. - Fri.	Thanksgiving Holiday (offices closed Thursday and Friday)
30	Mon.	Final grades for fall 2020 due

December

1	Tues.	Intersession 2020 tuition/fee due

Special Session 2020 (optional)

November-December

Nov.30	Mon.	First day of Special Session classes
Dec.18	Fri.	Last day of Intersession classes

Intersession 2021 (optional)

January

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

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2021

January

14	Thurs.	Final registration and final fee payment deadline without penalty
15	Fri.	Late Charges Begin
18	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
4-24	Mon. - Sun.	New Student Spring Orientation: Please check the Spring Orientation website for details
22	Fri.	Competency Exam: Language
25	Mon.	Classes Begin

February

3	Wed.	Last Day to Enroll in Classes and to Drop a Class without a 'W'
3	Wed.	Deadline 100 Percent Tuition Refund
4	Thurs.	All Faith Service
10	Wed.	Deadline 90 Percent Tuition Refund
17	Wed.	Deadline 80 Percent Tuition Refund
24	Wed.	Deadline 70 Percent Tuition Refund

March

2	Fri.	Priority deadline for Undergraduate Fall 2021 and Spring 2022 financial aid (FAFSA) application
3	Wed.	Deadline 60 Percent Tuition Refund
10	Wed.	Deadline 50 percent tuition refund
15	Mon	Financial Aid Applications for Summer 2021 Available
15-31	Mon.- Wed.	Online Class Reservation for Summer Sessions 2021
17	Wed.	Mid-term grades due
22	Mon.	Competency Exam fee deadline
Mar. 29- April 5	Mon.- Mon.	Spring Break/Easter Break (No Classes)

April

Mar. 29-April 5	Mon-Mon	Spring Break/Easter Break (No Classes)
1	Thurs.	Priority deadline for Graduate Fall 2021 and Spring 2022 financial aid (FAFSA) applications
1	Thurs.	Priority deadline for Summer 2021 financial aid applications
7	Wed.	Email registration begins for Summer Sessions 2021 at the One Stop Student Center
7	Wed.	Class Reservation Begins for Fall 2021
7	Wed.	Deadline to change grade option to pass/fail with advisor approval
9	Fri.	Last day to withdraw from classes with “W”
9	Fri.	Deadline for Removal of Incompletes from Prior Semester and Intersession
10	Sat.	Competency Exam: Lower-Division and Upper-Division English

May

1	Sat.	Summer 2021 Tuition/Fee Due
4	Tues.	Honors Convocation
10	Mon.	Last Day of Classes
11-12	Tues-Wed.	Study Day
13-19	Thurs.-Wed.	Final Examinations

Summer 2021 (optional)

June, July, August

June 1	Tues.	First Day of Summer Sessions
July 5	Mon.	Independence Day Holiday (no classes, offices closed)
Aug 20	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2019-2020 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2019

August

28	Wed.	Final Registration/Fee Payment Without Penalty
29	Thurs.	Late Charges Begin
Aug. 31-Sep. 3	Sat.-Tues.	Olé Weekend (New Student Orientation)

September

Aug. 31-Sep. 3	Sat.-Tues.	Olé Weekend (New Student Orientation)
2	Mon.	Labor Day Holiday (No Classes, Offices Closed)
3	Tues.	Competency Exam: Second Language
4	Wed.	Classes Begin
12	Thurs.	Mass of the Holy Spirit
13	Fri.	Deadline 100 Percent Tuition Refund
13	Fri.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
20	Fri.	Deadline 90 Percent Tuition Refund
27	Fri.	Deadline 80 Percent Tuition Refund

October

1	Tues.	Financial Aid applications for Intersession 2020 Available
1	Tues.	2020/2021 Free Application for Federal Student Aid (FAFSA) available
2-30	Wed.-Wed.	Online Class Reservation for Intersession 2020
4	Fri.	Deadline 70 Percent Tuition Refund
11	Fri.	Deadline 60 Percent Tuition Refund
18	Fri.	Competency Exams fee deadline
18	Fri.	Fall Holiday (no classes)
21	Mon.	Deadline 50 percent tuition refund
21	Mon.	Mid-Term Grades Due

November

1	Fri.	Priority deadline for Intersession 2020 Financial Aid Applications
1	Fri.	Deadline to petition for May or August 2020 graduation
1	Fri.	Class reservation begins for Spring 2020
1	Fri.	Walk-In Registration Begins for Intersession 2020 at the One Stop Student Center
2	Sat.	Competency Exam: Lower-Division and Upper-Division English
2	Sat.	Competency Exam: Mathematics
4	Mon.	Deadline to Select Grade or Pass/Fail Option
12	Tues.	Last Day to withdraw from classes with a "W"
12	Tues.	Deadline for removal of Incompletes from prior semester/ Summer Sessions
27-29	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

December

1	Sun.	Intersession 2020 Tuition/Fee due
13	Fri.	Last day of classes
14-15	Sat.-Sun.	Study Days
16-20	Mon.-Fri.	Final Examinations

Intersession 2020 (optional)

January

6	Mon.	First day of Intersession classes
20	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
24	Fri.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2020

January

2	Thurs	Fall 2019 Final Grades Due
20	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
23	Thurs.	Final registration and final fee payment deadline without penalty
23-24	Thurs.-Fri.	New Student Spring Orientation
24	Fri.	Competency Exam: Second Language
24	Fri.	Late Charges Begin
27	Mon.	Classes Begin
30	Thurs.	All-Faith Service

February

1	Sat.	Financial Aid Applications for Summer 2020 Available
5	Wed.	Last Day to Enroll in Classes and to Drop a Class without a 'W'
5	Wed.	Deadline 100 Percent Tuition Refund
12	Wed.	Deadline 90 Percent Tuition Refund
19	Wed.	Deadline 80 Percent Tuition Refund
26	Wed.	Deadline 70 Percent Tuition Refund
Feb 24-April 6	Mon-Mon	Online Class reservation for Summer Sessions 2020

March

Feb 24-April 6	Mon-Mon	Online Class Reservation for Summer Sessions 2020
2	Mon.	Priority deadline for Undergraduate 2020/2021 financial aid (FAFSA) applications
2-6	Mon.-Fri.	Spring Break (No Classes)
20	Fri.	Deadline 60 Percent Tuition Refund
30	Mon.	Mid-term grades due
31	Tues.	Priority Deadline for Summer 2020 Financial Aid Applications

April

1	Wed.	Priority deadline for Graduate 2020/2021 financial aid (FAFSA) applications
9	Thurs.	Email registration begins for Summer Sessions 2020 at the One Stop Student Center
9	Thurs.	Class Reservation Begins for Fall 2020
14	Tues.	Deadline to select grade or Pass/Fail option
9-13	Thurs.-Mon.	Easter Break (No Classes)
15	Wed.	Last day to withdraw from classes with “W”
15	Wed.	Deadline for Removal of Incompletes from Prior Semester and Intersession

May

1	Fri.	Summer 2020 tuition/fee due date
5	Tues.	Honors Convocation
13	Wed.	Last Day of Classes
14	Thurs.	Study Day
15-21	Fri.-Thurs.	Final Examinations
22	Fri.	NROTC Commissioning Ceremony
29	Fri.	Spring 2020 Final Grades Due

Summer 2020 (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

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2018-2019 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2018

August

14	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages (http://www.sandiego.edu/cas/languages/)/)
29	Wed.	Final Registration/Fee Payment Without Penalty
30	Thurs.	Late Charges Begin

September

Aug. 31-Sept. 4	Fri.-Tues.	Olé Weekend (New Student Orientation)
3	Mon.	Labor Day Holiday (No Classes, Offices Closed)
TBD	TBD	Competency Exam: Second Language
5	Wed.	Classes Begin
13	Thurs.	Mass of the Holy Spirit
14	Fri.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
		Deadline 100 Percent Tuition Refund
21	Fri.	Deadline 90 Percent Tuition Refund
28	Fri.	Deadline 80 Percent Tuition Refund

October

1	Mon.	Financial Aid applications for Intersession 2019 Available
		2019/2020 Free Application for Federal Student Aid (FAFSA) available
2-30	Tues.-Tues.	Online Class Reservation for Intersession 2019
5	Fri.	Deadline 70 Percent Tuition Refund
12	Fri.	Competency Exams fee deadline
12	Fri.	Deadline 60 Percent Tuition Refund
TBD	TBD	Competency Exam: Logic
19	Fri.	Fall Holiday (no classes)
22	Mon.	Deadline 50 percent tuition refund

		Mid-Term Grades Due
27	Sat.	Competency Exam: Lower-Division and Upper-Division English

November

1	Thurs.	Priority deadline for Intersession 2019 Financial Aid Applications
		Class reservation begins for Spring 2019
		Walk-In Registration Begins for Intersession 2019 at the One Stop Student Center
		Deadline to Petition for May or August 2019 Graduation
2	Fri.	Deadline to Select Grade or Pass/Fail Option
3	Sat.	Competency Exam: Mathematics
13	Tues.	Last Day to withdraw from classes with a "W"
		Deadline for removal of Incompletes from prior semester/ Summer Sessions
21-23	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

December

1	Sat.	Intersession 2019 tuition/fee due date
14	Fri.	Last day of classes
15-16	Sat.-Sun.	Study Days
17-21	Mon.-Fri.	Final Examinations

Intersession 2019 (optional)

Thursday, January 3–Wednesday, January 23

January

3	Thurs.	First day of Intersession classes
21	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Wed.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2019

January

2	Wed.	Fall 2018 Final Grades Due
21	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
TBD	TBD	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages (http://www.sandiego.edu/cas/languages/)/)
24	Thurs.	Final registration and final fee payment deadline without penalty
TBD	TBD	New Student Spring Orientation
25	Fri.	Competency Exam: Second Language
25	Fri.	Late Charges Begin
28	Mon.	Classes Begin
31	Thurs.	All-Faith Service

February

1	Fri.	Financial Aid Applications for Summer 2019 Available
6	Wed.	Last Day to Enroll in Classes and to Drop a Class without a 'W'
		Deadline 100 Percent Tuition Refund
13	Wed.	Deadline 90 Percent Tuition Refund
20	Wed.	Deadline 80 Percent Tuition Refund
27	Wed.	Deadline 70 Percent Tuition Refund

March

1-29	Fri.-Fri.	Online Class Reservation for Summer Sessions 2019
2	Sat.	Priority Deadline for Undergraduate Fall 2019 and Spring 2020 Financial Aid Applications
4-8	Mon.-Fri.	Spring Break (No Classes)
13	Wed.	Deadline 60 Percent Tuition Refund
TBD	TBD	Competency Exam: Logic
17	Sun	Priority Deadline for Summer 2019 Financial Aid Applications
20	Wed.	Mid-term grades due
		Deadline 50 Percent Tuition Refund
22	Fri.	Competency Exam fee deadline
23	Sat.	Competency Exam: Mathematics

April

2	Tues.	Walk-in registration begins for Summer Sessions 2019 at the One Stop Student Center
		Class Reservation Begins for Fall 2019
9	Tues.	Deadline to Select Grade or Pass/Fail Option
11	Thurs.	Last day to withdraw from classes with “W”
		Deadline for Removal of Incompletes from Prior Semester and Intersession
6	Sat.	Competency Exam: Lower-Division and Upper-Division English
18-22	Thurs.-Mon.	Easter Break (No Classes)

May

1	Wed.	Summer 2019 tuition/fee due date
7	Tues.	Honors Convocation
15	Wed.	Last Day of Classes
16	Thurs.	Study Day
17-23	Fri.-Thurs.	Final Examinations
24	Fri.	Last day to petition for August 2019 graduation.
24	Fri.	NROTC Commissioning Ceremony
26	Sun.	Undergraduate Commencement Ceremonies
31	Fri.	Spring 2019 Final Grades Due

Summer 2019 (optional)

Monday, June 3–Friday, August 23

June, July, August

June		
3	Mon.	First day of Summer Sessions
July		
4	Thurs.	Independence Day Holiday (no classes, offices closed)
August		
23	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2017-2018 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2017

August

22	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages (http://www.sandiego.edu/cas/languages/)/)
30	Wed.	Final Registration/Fee Payment without penalty
31	Thurs.	Late charges begin

September

1-5	Fri.-Tues.	Olé Weekend (New Student Orientation)
4	Mon.	Labor Day holiday (no classes, offices closed)
5	Tues	Competency Exam: Second Language
6	Wed.	Classes Begin
14	Thurs.	Mass of the Holy Spirit
15	Fri.	Deadline 100 percent tuition refund
		Last day to enroll in classes and to drop a class without a 'W'
22	Fri.	Deadline 90 percent tuition refund
29	Fri.	Deadline 80 percent tuition refund

October

1	Sun.	Financial aid applications for Intersession 2018 available
		2018/2019 Free Application for Federal Student Aid (FAFSA) available
2-30	Mon.-Mon.	Online class reservation for Intersession 2018
6	Fri.	Deadline 70 percent tuition refund
		Competency Exams fee deadline
11	Wed.	Deadline to petition for May or August 2018 graduation
13	Fri.	Deadline 60 percent tuition refund
14	Sat.	Competency Exam: Logic
20	Fri.	Fall Holiday (no classes)
23	Mon.	Deadline 50 percent tuition refund
		Mid-term grades due
28	Sat.	Competency Exam: Lower-Division and Upper-Division English

November

1	Wed.	Priority deadline for Intersession 2018 financial aid applications
		Class reservation begins for Spring 2018
		Walk-in registration begins for Intersession 2018 at the One Stop Student Center
2	Thurs.	Deadline to select grade or Pass/Fail option
4	Sat.	Competency Exam: Mathematics
9	Thurs.	Last Day to withdraw from classes with a "W"
		Deadline for removal of Incompletes from prior semester/ Summer Sessions
22-24	Wed.-Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

December

15	Fri.	Last day of classes
16-17	Sat.-Sun.	Study days
18-22	Mon.-Fri.	Final Examinations

Intersession 2018 (Optional)

3	Wed.	First day of Intersession classes
15	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Tues.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession 2018 visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2018

January

2	Tues.	Fall 2017 final grades due
15	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
19	Fri.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages (http://www.sandiego.edu/cas/languages/)/)
25	Thurs.	Final registration and final fee payment deadline without penalty
		New Student Spring Orientation
26	Fri.	Competency Exam: Second Language
		Late Charges Begin
29	Mon.	Classes begin

February

1	Thurs.	Financial aid applications for Summer 2018 available
		All-Faith Service
7	Wed.	Deadline 100 percent tuition refund
		Last day to enroll in classes and to drop a class without a 'W'
14	Wed.	Deadline 90 percent tuition refund
21	Wed.	Deadline 80 percent tuition refund
28	Wed.	Deadline 70 percent tuition refund

March

1-29	Thurs.-Thurs.	Online class reservation for Summer Sessions 2018
2	Fri.	Priority deadline for Undergraduate Fall 2018 and Spring 2019 financial aid applications
		Competency Exams fee deadline
7	Wed.	Deadline 60 percent tuition refund
10	Sat.	Competency Exam: Logic
14	Wed.	Deadline 50 percent tuition refund
17	Sat.	Priority deadline for Summer 2018 financial aid applications
		Competency Exam: Mathematics
19	Mon.	Mid-term grades due

26-April 2	Mon.-Mon.	Spring/Easter Break (no classes)
29	Thurs.	Deadline to select grade or Pass/Fail option

April

3	Tues.	Walk-in registration begins for Summer Sessions 2018 at the One Stop Student Center
		Class reservation begins for Fall 2018
5	Thurs.	Last day to withdraw from classes with “W”
		Deadline for removal of Incompletes from prior semester and Intersession
7	Sat.	Competency Exam: Lower-Division and Upper-Division English

May

1	Tues.	Honors Convocation
14	Mon.	Last day of classes
15-16	Tues.-Wed.	Study Days
17-23	Thurs.-Wed.	Final Examinations
25	Fri.	NROTC Commissioning Ceremony
26-27	Sat.-Sun.	Commencement Ceremonies for Undergraduate and Graduate
31	Thurs.	Spring 2018 final grades due

Summer 2018 (optional)

June, July, August

June		
4	Mon.	First day of Summer sessions
July		
4	Wed.	Independence Day holiday (no classes, offices closed)
August		
24	Fri.	Last day of Summer sessions

2016-2017 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

Fall Semester 2016

August

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

September

5	Mon.	Labor Day holiday (no classes, offices closed)
8	Thurs.	Mass of the Holy Spirit
12	Mon.	Deadline 100 percent tuition refund
		Last day to enroll in classes and to drop a class without a 'W'
19	Mon.	Deadline 90 percent tuition refund
26	Mon.	Deadline 80 percent tuition refund

October

1	Sat.	Financial aid applications for Intersession 2017 available
		2017/2018 Free Application for Federal Student Aid (FAFSA) available
3-28	Mon.-Fri.	Online class reservation for Intersession 2017
3	Mon.	Deadline 70 percent tuition refund
10	Mon.	Deadline 60 percent tuition refund
12	Wed.	Deadline to petition for May or August 2017 graduation
14	Fri.	Competency Exams fee deadline
15	Sat.	Competency Exam: Logic
17	Mon.	Deadline 50 percent tuition refund
21	Fri.	Fall Holiday (no classes)
24	Mon.	Mid-term grades due
29	Sat.	Competency Exam: Lower-Division and Upper-Division English

November

1	Tues.	Priority deadline for Intersession 2017 financial aid applications
		Class reservation begins for Spring 2017
		Walk-in registration begins for Intersession 2017 at the One Stop Student Center
2	Wed.	Deadline to select grade or Pass/Fail option
5	Sat.	Competency Exam: Mathematics
9	Wed.	Last Day to withdraw from classes with a "W"
		Deadline for removal of Incompletes from prior semester/ Summer Sessions
23-25	Wed.-Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

December

1	Thurs.	Final fee payment deadline for Intersession 2017 online registration
12	Mon.	Last day of classes
13	Tues.	Study day
14-20	Wed.-Tues.	Final Examinations

Intersession 2017 (Optional)

3	Tues.	First day of Intersession classes
16	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Mon.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession 2016 visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2017

January

2	Mon.	Fall 2016 final grades due
20	Fri.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages (http://www.sandiego.edu/cas/languages/)/)
		Final registration and final fee payment deadline without penalty
21	Sat.	Late Charges Begin
25	Wed.	New Student Spring Orientation
		Competency Exam: Second Language
26	Thurs.	Classes begin

February

1	Wed.	Financial aid applications for Summer 2017 available
2	Thurs.	All-Faith Service
6	Mon.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
13	Mon.	Deadline 90 percent tuition refund
20	Mon.	Deadline 80 percent tuition refund
27	Mon.	Deadline 70 percent tuition refund

March

1-30	Wed.-Thurs.	Online class reservation for Summer Sessions 2017
2	Thurs.	Priority deadline for Undergraduate Fall 2017 and Spring 2018 financial aid applications
6-10	Mon.-Fri.	Spring Break (no classes)
13	Mon.	Deadline 60 percent tuition refund
17	Fri.	Priority deadline for Summer 2017 financial aid applications
20	Mon.	Mid-term grades due
		Deadline 50 percent tuition refund
25	Sat.	Competency Exam: Mathematics
30	Thurs.	Deadline to select grade or Pass/Fail option
31	Fri.	Deadline to pay Competency Examination Fee

April

1	Sat.	Competency Exam: Logic
3	Mon.	Walk-in registration begins for Summer Sessions 2017 at the One Stop Student Center
		Class reservation begins for Fall 2017
5	Wed.	Last day to withdraw from classes with “W”
		Deadline for removal of Incompletes from prior semester and Intersession
8	Sat.	Competency Exam: Lower-Division and Upper-Division English
13-17	Thurs.-Mon.	Easter Break (no classes)

May

1	Mon.	Final fee payment deadline for Summer Sessions 2017 online registration
2	Tues.	Honors Convocation
15	Mon.	Last day of classes
16-17	Tues.-Wed.	Study days
18-24	Thurs.-Wed.	Final Examinations
26	Fri.	NROTC Commissioning Ceremony
27-28	Sat.-Sun.	Commencement Ceremonies for Undergraduate and Graduate
31	Wed.	Spring 2017 final grades due

Summer 2017 (optional)

June, July, August

June		
5	Mon.	First day of Summer Sessions
July		
4	Tues.	Independence Day holiday (no classes, offices closed)
August		
25	Fri.	Last day of Summer sessions

For specific courses, dates and registration procedures for Summer 2017 visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2015-2016 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

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 (http://www.sandiego.edu/cas/languages/)/)
26	Wed.	Final Registration/Fee Payment without penalty
27	Thurs.	Late charges begin
29-Sept. 1	Sat.-Tues.	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.	Competency Exam: Mathematics
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
16-22	Wed.-Tues.	Final Examinations

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

For specific courses, dates and registration procedures for Intersession 2016 visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

Spring Semester 2016

January

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

Summer Sessions 2016 (Optional)

Monday, June 6-Friday, August 26

June		
6	Mon.	First Day of Summer Sessions
July		
4	Mon.	Independence Day holiday (no classes, offices closed)
August		
26	Friday	Last Day of Intersession Classes.
20	Fri.	NROTC Commissioning Ceremony
22	Sun.	Undergraduate Commencement

For specific courses, dates and registration procedures for Summer 2016 visit www.sandiego.edu/sio (http://www.sandiego.edu/sio/)

2014-2015 Undergraduate Academic Calendar

Please send any corrections to the Office of the Registrar at registrar@sandiego.edu.

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 (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; offices 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 (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
6	Fri.	Spring Holiday
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.

About the University of San Diego

The University of San Diego is on the horizon — on the edge of everything. It's on the edge of an international border, on the edge of the Pacific, on the edge of innovation, breakthroughs and discovery.

USD is on the edge of changing the world.

For more than seven decades, the University of San Diego has been dedicated to advancing academic excellence with a mission grounded in the Catholic intellectual tradition. Students are encouraged to explore how faith and reason are compatible in education and to develop strong moral convictions.

The University of San Diego, like the city, took its name from San Diego de Alcalá. The Franciscan friar was an infirmarian at the Franciscan Monastery at Alcalá de Henares, near Madrid. He also was invited to preach at, and eventually took up residence at, the nearby University of Alcalá de Henares.

Indeed, it was that university, which was established in 1499 and is now more than 500 years old, that inspired Alcalá Park, the name given to USD's 182-acre campus, as well as the Spanish Renaissance architecture for which our campus has become so well known.

The University of San Diego was founded under the leadership of Mother Rosalie Clifton Hill of the Society of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego. The University of San Diego began as separate colleges for men and women. The founding charters of the San Diego College for Women and San Diego University — comprised of the San Diego College for Men and the School of Law — were granted in 1949.

The College for Women began classes in 1952. The College for Men and the School of Law, the first professional division of the university, began classes in 1954. In 1972, the academic institutions merged to become what is now known as the University of San Diego.

Now governed by an independent Board of Trustees, the university remains dedicated to the values originally articulated by Mother Hill and Bishop Buddy.

Students choose from dozens of undergraduate and graduate degree programs in academic divisions including the College of Arts and Sciences; the Hahn School of Nursing and Health Science; the Joan B. Kroc School of Peace Studies; the Knauss School of Business; the School of Law; the School of Leadership and Education Sciences; the Shiley-Marcos School of Engineering; and the division of Professional and Continuing Education.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research University. This reclassification recognizes the strides the university had made in graduate studies and research.

In September 2011, USD became the first institution on the West Coast to be named an Ashoka U Changemaker Campus, recognizing the university's commitment to finding sustainable solutions to the world's most pressing problems. The university is dedicated to preparing students to be able to make a difference in the world.

As a Roman Catholic institution, the university promotes a dialogue between faith and reason, and it pursues the cultivation of knowledge in a community that values intellectual freedom, holistic personal development and mutual respect.

The university embraces the ecumenical and interfaith teaching of the Second Vatican Council and is committed to creating a diverse and inclusive community of students, faculty and staff of every faith tradition, as well as those who identify with no particular faith tradition.

Mission and Core Values

Vision Statement

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

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, is a nod 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.

USD campus is at the western end of Kearny Mesa and features 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 its and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus.

On May 1, 1948, local dignitaries joined Bishop Buddy and Mother Hill for a groundbreaking ceremony atop the mesa overlooking the burgeoning San Diego cityscape. It was on that day that Bishop Buddy declared, “Let the world know that here will be a university where truth will be fearlessly taught.”

Just weeks later, on Dec. 16, 1949, the first bulldozers arrived. Under the watchful eye of the founders, the San Diego College for Women complex emerged. The Founders wing, which was home to Founders Chapel, was completed first. It was followed by its architectural twin, the Camino wing, which featured what is now known as Shiley Theatre. Finally, Sacred Heart Hall, which connects the two, was completed.

Next came: the Author E. and Marjorie A. Hughes Administration Center; Maher Hall; Warren Hall (home to the School of Law); the Immaculata parish church; the Katherine M. and George M. Pardee, Jr. Legal Research Center; and Saints Tekakwitha and Serra Hall.

Other key buildings include: the original nursing building and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (home to the Hahn School of Nursing and Health Science); the Helen K. and James S. Copley Library; Loma Hall and the Belanich Engineering Center (home to the Shiley-Marcos School of Engineering); the Manchester Executive Conference Center; Olin Hall (home to the School of Business); the Ernest and Jean Hahn University Center; the Student Life Pavilion; the Joan B. Kroc Institute for Peace & Justice (home to the Kroc School of Peace Studies); the Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; and Mother Rosalie Hill Hall (home to the School of Leadership and Education Sciences). The Learning Commons, USD’s newest academic building, is expected to open in Fall 2020.

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 theatre, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a firsthand insight into Mexican culture. The University of San Diego is constantly thinking about what lies ahead, just beyond the horizon — because from the horizon, USD’s vision has no limit.

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.

Accreditation

Official Recognition and Accreditation

The University of San Diego (USD) is incorporated under the laws of the State of California and is invested with full power to confer degrees. USD has been accredited by the Western Association of Schools and Colleges Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001. USD is approved for veterans.

The undergraduate and graduate programs of the School of Business 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, 415 North Charles St., Baltimore, MD 21201; (410) 347-7700.

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; (800) 333-9511.

The Counseling program 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; (703) 535-5990.

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) 253-0473.

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). This accreditation includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is a subsidiary of the Council for Accreditation of Education Preparation (CAEP), 1140 19th St., NW, Suite 400, Washington, D.C. 20036; (202) 223-70077, and is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

The university is authorized by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Ave., Sacramento, CA 95814; (https://www.ctc.ca.gov/commission/reports/data), to recommend candidates for the 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), 2900 Crystal Drive, Suite 100, Arlington, VA 22202; (888) 232-7733).

The master's degree program in nursing and Doctor of Nursing Practice program at University of San Diego Hahn School of Nursing and Health Science is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

The School of Law is accredited by the American Bar Association,1050 Connecticut Ave., NW, Suite 400, Washington, DC 20036; (202) 662-1000, and is a member of The Order of the Coif and the Association of American Law Schools.

Memberships

The University of San Diego holds membership in the following:

AACSB International–The Association to Advance Collegiate Schools of Business
ACCED–I Membership (Meeting Excellence on Campus)
Air and Waste Management Association
Accreditation Board for Engineering & Technology, Inc.
American Assembly of Collegiate Schools of Business
American Association for Paralegal Education
American Association of Affirmative Action
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Hispanics in Higher Education, Inc.
American Association of University Women (AAUW)
American Bar Association
American Camping Association
American College Health Association (ACHA)
American College Personnel Association (ACPA)
American Council of Learned Societies
American Council on Education (ACE)
American Football Coaches Association
American Institute of Architects
American Payroll Association
American Society of Comparative Law
American Society for Engineering Education
American Society of Engineers
American Society Training and Development
American Volleyball Coaches Association
ASIA Network
Association for College & University Auditors (ACUA)
Association for Financial Professionals
Association for Research on Nonprofit Organizations and Voluntary Action
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 (ACAP)
Association of College and University Housing Officers–International
Association of College Unions International
Association of Collegiate Conference and Events Directors
Association of Continuity Planners
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
Association of Independent California Colleges and Universities (AICCU)
Association of International Education Administrators
Association of NROTC Colleges and Universities
Association of Rocky Mountain College and University Mail Services (ARMCUMS)
Association of Student Affairs at Catholic Colleges and Universities
Association of the U.S. Army
Balboa Art Conversion Center
Better Business Bureau
BIOCOM
California Association of College Stores
California Association of Colleges of Nursing
California Campus Compact
California College and University Police Chief's Association (CCUPCA)
California Council of Cultural Centers in Higher Education (CaCCCHE)
California Restaurant Association
California Teachers of English to Speakers of Other Languages (CATESOL)
Campus Computer Resellers Alliance
Campus Safety Health and Environmental Management (CSHEMA)
Catholic Campus Ministry Association (CCMA)
Center for Academic Integrity
Charter 100
College and University Professional Association (CUPA)
College Board (College Entrance Examination Board and Scholarship Service)
Collegiate Athletic Business Management Association
Collegiate Rowing Coaches 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 Administración
Consorcio para la Colaboración en la Educación Superior en América del Norte
Consortium for North American Higher Education Collaboration (CONAHEC)
Corporate Directors Forum
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
Higher Education Publications
Higher Education Recruitment Consortium (HERC)
Hispanic Association of Colleges and Universities (HACU)
Hispanic Summer Program
Independent College Bookstore Association
Independent Colleges of Southern California (ICSC)
Info Ed International
Information Systems Audit and Control Association
Institute of Internal Auditors
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 Parking Institute
International Special Events Society San Diego Chapter (ISES San Diego)
Japan Society of San Diego
Leadership Alliance
Lern
Meeting Planners International San Diego Chapter (SDMPI)
Mountain Pacific Association of Colleges and Employers
NAFSA: Association of International Educators
National Alliance of Business
National Association for Campus Activities (NACA)
National Association for Law Placement
National Association for President's Assistants in Higher Education
National Association of Athletic Development Directors
National Association of Basketball Coaches
National Association for Campus Activities (NACA)
National Association of Campus Card Users
National Association of College Admission Counselors
National Association of College and University Attorneys
National Association of College and University Business Officers (NACUBO)
National Association of College and University Food Service
National Association of College and University Mail Services
National Association of College Stores and Campus Computer Resellers Alliance
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 Procurement
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 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
Risk & Insurance Management Society
Rotary Club of San Diego
San Diego Business Journal
San Diego City Schools University & College Police Chiefs Association
San Diego Convention and Visitors Bureau
San Diego County Alcohol Policy Panel
San Diego Economic Development Corporation
San Diego Law Enforcement Training Managers Association (SDTMA)
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)
The Trusteeship
Tuition Exchange
Unique Venues
United States Naval Institute
University Council for Educational Administration
University Risk Management and Insurance Association
Urban League
Used Book Association
West Coast Conference
Western Association of College and University Business Officers (NACUBO)
Western Association of College and University Housing Officers
Western Association of Graduate Schools
Western Association of Schools and Colleges
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

State of California Formal Complaint Procedure

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: P.O. Box 980818, West Sacramento, CA 95798-0818, by phone at (916) 574-8900 or via fax (916) 263-1897.

For more information, please go to http://bppe.ca.gov (http://bppe.ca.gov/).

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.

Harassment (Sexual Misconduct and Relationship Violence)

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols (http://www.sandiego.edu/conduct/the-code/university-policies/sexual-assault-standards.php).

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 may request 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 may request 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 Title IX, EEO and Employee Relations
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 for Academic Affairs 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, Knauss School of Business
Knauss Center for Business Education
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4830

Dean, School of Leadership and Education Sciences
Mother Rosalie Hill Hall 205
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4538

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

Dean, Hahn School of Nursing and Health Science
Hahn School of Nursing
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4548

Dean, Joan B. Kroc School of Peace Studies
KIPJ 123
5998 Alcalá Park
San Diego, CA 92110
(619) 260-7919

Dean, Shiley-Marcos School of Engineering
Belanich Engineering Center
5998 Alcala 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 the Department of Public Safety, 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.

Other Resources

In addition to the internal resources described above, individuals may pursue complaints with the government agencies that enforce the laws prohibiting discrimination, harassment and retaliation, including the California Civil Rights Department (calcivilrights.ca.gov/ (https://calcivilrights.ca.gov/)), the Equal Employment Opportunity Commission (www.eeoc.gov (https://www.eeoc.gov/)), or the United States Department of Education's Office for Civil Rights (www2.ed.gov/ocr (https://www2.ed.gov/about/offices/list/ocr/)).

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.

USD expects all members of the university community to comply with the law and applicable university policies, including those that set forth the standards of behavior expected of community members, such as the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. USD adopts these Response Procedures in furtherance of the university's existing policies and applicable law.

For the purpose of these 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(s). 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.

Promptly report all acts of intolerance. Acts of intolerance should never be written off as "pranks" or "bad behavior." This type of behavior should not be tolerated in classrooms, residence halls, in offices, study areas, social gatherings or elsewhere on campus or as part of any university activities. A person who commits an act of intolerance cannot be held accountable for his or her actions if the incident

is not reported. 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 below.

- Preserve any evidence related to the incident (e.g. graffiti, phone call recording, e-mail message, letter, photo, flyer) and make that evidence available when the report is made.
- Be aware of your reporting options.

To make a report of a hate crime, contact:

Department of Public Safety
Hughes Administration Center, Room 150
Phone: (619) 260-2222 (24-hour emergency line)

To make a report of any other act of intolerance by a student(s), contact:

Dean of Students or designee
Hahn University Center, Room 232
Phone: (619) 260-4588

To make a report of any other act of intolerance by an administrator or staff member, contact:

Director of Title IX and Equal Employment Opportunity Programs
Department of Human Resources
Maher Hall, Room 101
Phone: (619) 260-7408

To make a report of any other act of intolerance by a faculty member, contact:

Vice President for Academic Affairs and Provost
Hughes Administration Center 214
Phone: (619) 260-4553

Dean, College of Arts and Sciences
Founders Hall 114
Phone: (619) 260-4545

Dean, Knauss School of Business
Knauss Center for Business Education
Phone: (619) 260-4830

Dean, School of Leadership and Education Sciences
Mother Rosalie Hall 205
Phone: (619) 260-4538

Dean, School of Law
Warren Hall 200
Phone: (619) 260-4527

Dean, Hahn School of Nursing and Health Science
Hahn School of Nursing
Phone: (619) 260-4548

Dean, Joan B. Kroc School of Peace Studies
KIPJ 123
Phone: (619) 260-7919

Dean, Shiley-Marcos School of Engineering
Belanich Engineering Center
Phone: (619) 260-4627

Note: Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment (http://www.sandiego.edu/legal/policies/community/institutional/Policy%202.2.2.pdf) also may be reported in the manner described by that policy.

If you are a student and you are unsure of whether to report, and would like to obtain assistance and/or explore options in a confidential setting, contact:

Counseling Center
Serra Hall 300
Phone (619) 260-4655
Counselors are also available after hours by calling 619-260-2222.

What will USD do when it receives a report of an alleged act of intolerance?

The university will respond to reported acts of intolerance in a professional and appropriate manner. The response will take into consideration the impact on the target and the USD community.

The university will investigate all reported acts of intolerance. The investigation will be conducted in a thorough, prompt, and professional manner. Reported acts of intolerance that may rise to the level of a hate crime will be investigated by Public Safety. Where the reported conduct does not rise to the level of a hate crime, the investigation will be conducted or overseen by the Dean of Students or designee (in the case of a complaint against a student) or Human Resources (in the case of a complaint against an employee). The Office of the Provost or the appropriate Dean's Office will conduct or oversee the investigation of a complaint against a faculty member.

The university will take appropriate corrective or other responsive action, consistent with current policies and procedures, based upon the findings of the investigation. The employee or student who made 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 engaging in the conduct that resulted in the report will be advised of the results of the investigation.

The university will consider the facts and circumstances of each reported act of intolerance to determine whether a communication to the campus community about the incident is appropriate, taking into consideration various interests such as safety and confidentiality. The university's Sensitive Issues Team or Critical Incident Response Team may be involved in evaluating the appropriate type of communication in a particular case.

No. The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of an act of intolerance or is involved as a witness or participant in the complaint or investigation process. Engaging in retaliation can result in disciplinary action, up to and including separation from the university.

What can I do to make a difference?

To learn more about how to get involved in promoting awareness and openness, and USD's efforts to educate our community, please visit www.sandiego.edu/unitedfront/ (http://www.sandiego.edu/unitedfront/)

Responsibility of Students

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

Student Conduct

Students attending USD are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/conduct (https://www.sandiego.edu/conduct/). The purpose of the code is to maintain a safe environment for the campus community, support the academic goals of the university and to foster the personal development of students. Included in the code are the rules of conduct, disciplinary process and sanctions, university policies and procedures and the academic integrity policy. Parking regulations are available at parking services.

Smoking and Tobacco-Free Policy

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.

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

Academic Centers and Institutes

The university's academic centers and institutes bring faculty and students together to pursue research, service and outreach on scholarly and social topics that provide direct benefits and services to the San Diego, national and international communities.

Knauss School of Business

For centers and institutes within the Knauss School of Business, see here (p. 296).

School of Leadership and Education Sciences

For centers and institutes within the School of Leadership and Education Sciences, see here (p. 340).

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.

Study Abroad Opportunities

The Ahlers Center for International Business

Go to the Ahlers Center (https://www.sandiego.edu/business/centers-and-institutes/ahlers-international-business/) for full details.

The Global Center

Go to the Global Center (https://www.sandiego.edu/soles/global-center/) for full details.

Institute on International and Comparative Law

The School of Law offers international law courses in Barcelona, Florence, London and Paris. Each course is conducted in English by a full-time law professor with guest lectures by local officials, faculty and lawyers.

The programs provide intensive training in international law while introducing American students to the legal institutions of another country. Students from around the world attend and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions and international history through tours and simulated legal proceedings. Graduate students in international relations or international business may be accepted into this program. Contact the program coordinator at (619) 260-7460, fax (619) 260-2230, or go to www.sandiego.edu/lawabroad (http://www.sandiego.edu/lawabroad/).

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

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 about these opportunities, please see above. To contact the Office of International

Studies Abroad, please call (619) 260-4598 or go to www.sandiego/edu/international (http://www.sandiego.edu/studyabroad/).

Office of International Students and Scholars

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

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

The Office of International Students and Scholars is also responsible for the welfare of all its international students and scholars. The office acts as a resource and support to international students and scholars in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations and requirements of the U.S. academic system and the opportunity for the entire campus community to interact in order to promote and encourage globalization. The Office of International Students and Scholars provides a myriad of educational, informational and social programs that include but are not limited to:

- International Student/Scholar Orientation
- Health care issues in the U.S. and health insurance enrollment
- Career planning and employment issues in the U.S. as a non-immigrant
- Opportunities for Community Service
- International Coffee Hours
- International Dinners
- International Movies
- Holidays Celebrations

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

International Student Applicants

See here (https://www.sandiego.edu/admissions/undergraduate/international-applicants/).

International Study Resources

- Ahlers Center for International Business
- Hahn School of Nursing International Programs
- Joan B. Kroc School of Peace Studies
- School of Leadership and Education Sciences Global Center

English Language Academy

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

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program currently offers five levels of academic and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component. Students will be tested and placed in courses appropriate to their skill level, needs and goals. For more information, contact the English Language Academy at (619) 260-8887.

The Humanities Center

The Humanities Center is dedicated to the exploration of the human condition and the limitless ways in which human beings understand and interact with our world. Opened in 2016 and occupying a central place on campus, the center's activities are divided into five, often overlapping elements: Collaborative Research, Digital Humanities, Interdisciplinary Curriculum, Public Humanities, and the Humanities Center Gallery. All are welcome at the Center's many events. Visit us in Serra Hall 200, and keep up to date with our events by visiting our website: https://www.sandiego.edu/cas/humanities-center/

United Front Multicultural Commons

The United Front Multicultural Commons plays an important role in the university's plan for developing a community that is culturally diverse and responsive to changing local, regional and national demographics. For over ten years, the United Front Multicultural Commons has raised awareness of issues of diversity and inclusion, successfully advocating for policy change and securing the university's commitment to an ethnic studies program. There are currently ten multicultural student organizations housed in the Commons. Each of these groups present programs that celebrate their culture and serve to educate the campus. The offices for the director and assistant director of the multicultural commons are located in this area.

For more information about the United Front Multicultural Commons go to the Student Life Pavilion, Room 418, call 619-260-2395 or go to www.sandiego.edu/unitedfront (http://www.sandiego.edu/unitedfront/).

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 Ethics, Economics and Public Policy

The mission of the Center for Ethics, Economics and Public Policy is to shed light on social and political issues by bringing together rigorous teaching and scholarship from the disciplines of economics, moral philosophy, and political

science. In support of this mission, the center sponsors a biannual debate series featuring nationally-renowned scholars engaging in conversation on matters of public importance. The aim of these debates is not only to help produce a better-informed community, but to model civil and respectful dialogue in an age of increasing political polarization. In addition to its debate series, the center also sponsors various lectures, panel discussions, reading groups, and conferences open to students, faculty, and the broader San Diego community. For more information, please visit www.sandiego.edu/ceepp/ (https://www.sandiego.edu/ceepp/). For videos of past events, please view our YouTube page (https://www.youtube.com/channel/UCW67a436EQyCB4_k7XGMOJg/).

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 Maher Hall 253 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 more information about the Center for Christian Spirituality, go to Founders Hall 186A, call (619) 260-4656 or go to https://www.sandiego.edu/ccs/.

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 ennobles 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.

Campus Life

Get Involved

As a recognized Changemaker campus, USD offers a wide variety of ways for you to get involved and make a difference. Join a student organization or Associated Students, or simply be active in our community.

The University of San Diego offers many ways to get involved with our student, local and global communities.

Many students say it can help you:

- connect with fellow students and faculty who share your passion for learning and life and who will support you on your journey;
- find your voice and lead by example;
- feel good about yourself by helping others who are in need;
- explore different subjects, topics and perspectives.

Explore the possibilities provided by our dynamic campus environment!

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 and the Valley 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.

For more information, please visit Campus Recreation (http://www.sandiego.edu/campusrecreation/).

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, Extramural Beach Volleyball, wellness workshops and specialty classes and many other engaging events.

Intramural Sports

With a full schedule of men's, women's, co-recreational teams and individual sports activities, the intramural program offers every community member the opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, tennis, soccer, golf, running events, volleyball, dodge ball, table tennis, inner tube water polo and more. 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 community members may register to join 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, Climbing, Tennis, Golf, Cross Country and Ice Hockey. These clubs compete in local and national collegiate leagues plus host tryouts. Recreational Sports Clubs such as Dance Company may compete in competitions; however they tend to sponsor recreational activities as their primary function. For more information, please visit the Campus Recreation Sport Clubs (http://www.sandiego.edu/campusrecreation/sports-clubs/) website.

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 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 visit Bosley Fitness Center (https://www.sandiego.edu/campus-recreation/facilities/bosley-fitness-center/). 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 Campus Recreation, 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. For more information, please call (619) 260-4709 or go visit 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.

Manchester Family Child Development Center

The primary goal of the Manchester Family Child Development Center (MFCDC) is to offer a safe and enriching environment in which children can grow and learn. It offers a rich, stimulating, family friendly setting that is welcoming 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. Each class of 12-14 mixed-age children is led by two full time teachers and student support staff.

The center operates from 7:15 a.m.-5:45 p.m., Monday-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 visit MFCDC (http://www.sandiego.edu/soles/mfcdc/).

Dining Services

Students enjoy excellent value and maximum flexibility when dining on campus. Our Dining Services was ranked #18 nationwide for Best Campus Food – Princeton Review 2016.

We offers several different meal plans suitable for every student. Let us do the shopping, cooking and clean up while you focus on school! All plans offer high quality, fresh 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.

USD has several campus dining locations: Pavilion Dining (six micro restaurants), Tu Mercado (market/deli), Bert's Bistro, Blue Spoon, Bosley Café, La Paloma, Oliva, Aromas (coffeehouse) and La Gran Terraza.

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

Mail Center

The Mail Center is located in the Maher Annex with University Copy and Procurement Services on the north side of campus. Manchester Village residents have mailboxes located down the hall from the lobby in Building II.

Service window hours at the Maher Annex are 8 a.m.-5 p.m., Monday-Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. For more information call (619) 260-2204 or visit Mail Center (http://www.sandiego.edu/mailcenter/).

One Stop Student Center

The One Stop Student Center provides specially trained counselors to assist students with all questions related to financial aid, billing and payment, and registration.

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

Get help from One Stop:

- In person in the University Center building, room 126. To get in line before arriving Text **univsandiego** to (619) 356-2275
- Via email onestop@sandiego.edu
- By phone (619) 260-2700

Visit https://www.sandiego.edu/one-stop/ (https://www.sandiego.edu/one-stop/)for business hours and more information.

Parking Services and Transportation

Parking Services

Parking Services is committed to creating a helpful and welcoming environment through the delivery of excellent service. A valid USD parking permit must be displayed Monday-Friday, between 7 a.m.-7 p.m. All vehicles must be parked in the area appropriate to the permit issued. Parking permits and additional parking information are available at the Parking Services website (http://www.sandiego.edu/parking/).

The Office of Parking Services is located in Durango Suite B and can be reached by phone at (619) 260-4518 or by emailing parking@sandiego.edu.

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/). The Tram Service is operated under Public Safety.

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 by calling (619) 260-2222. Non-emergency situations can be reported at x7777.

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 (http://www.sandiego.edu/safety/) website.

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.

All unmarried students with credits defining them as either a first-year or second-year student who are under 20 years of age at the initial start date of their first agreement period of occupancy at the University and who do not commute from the permanent (i.e. primary and not a secondary) San Diego County home of their parent(s) or court appointed legal guardian are required to live in University housing. A Resident who becomes 20 years of age following the Resident's initial matriculation at the University will still be subject to and required to fulfill the two-year residency requirement.

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 visit Residential Life (http://www.sandiego.edu/residentiallife/).

Student Government and Organizations

Student Activities and Involvement

For those interested in getting involved, making meaningful connections, and learning about leadership, Student Activities and Involvement (SAI) is the place for you. Located on the 3rd floor of the Student Life Pavilion, SAI seeks to provide undergraduate students with transformational co-curricular experiences that foster engagement and leadership development. It aims to create an environment in which students find community, value difference, and cultivate positive social change.

SAI oversees the areas of student activities, leadership development, student organizations, and Welcome Week. Through SAI, students can get connected to over 180 Student Organizations, Associated Student Government (ASG), and Torero Program Board (TPB). SAI also provides resources for event planning and leadership trainings on how to better lead a group and affect change. The Creative Zone and our Involvement Consultants can help with marketing, team building, event planning support and involvement opportunities. Finally, all faculty/staff/administrator advisors use SAIs Advisor Resources to help enhance and enrich the student leader experience.

For more information, go to SAI (https://www.sandiego.edu/involvement/).

Student Government

The Associated Student Government 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.

All undergraduate students belong to the Associated Student Government of the University of San Diego, a self-governing group that acts under the authority given by its approved Associated Student Government Constitution. Officers and members of the Associated Student Government Governance branch and the Torero Program Board are either elected or appointed by the undergraduate students. Under their leadership, the students plan and manage student issues, events, and funds. Through participation in committees, students help shape important University decisions.

The Associated Student Government has four branches: Executive Branch, Legislative Branch, Judicial Branch, and Torero Program Board.

For more information, go to Associated Student Government (https://www.sandiego.edu/associated-student-government/).

Torero Program Board

The Torero Program Board is the programming branch of the Associated Student Government. The group plans and coordinates programs for the USD community in order to meet the social, educational, recreational, and cultural needs of the undergraduate student body.

For more information, go to Torero Program Board (https://www.sandiego.edu/torero-program-board/).

Student Organizations

The following is a list of registered undergraduate student organizations as of Spring 2023. New organizations are always being formed. For complete descriptions of current student organizations, information about specific organizations or to express interest in joining, please go to the Torero Orgs Club Directory (https://sandiego.campuslabs.com/engage/).

Academic/Professional Organizations

Accounting Society
Alcalá Club
American Marketing Association-USD Chapter
American Society of Mechanical Engineers
Anthropology Club
Beta Alpha Psi
Business Administration Society
Data Analytics Club
Economics Council
El Club de Español
Eta Kappa Nu
History Club
Institute of Industrial & Systems Engineers
International Business Club
Lambda Pi Eta
Neuroscience Club
Pi Sigma Alpha
Real Estate Society
Sales Club
Sigma Tau Delta
Society for Integrated Engineering
Society of Physics Students
Society of Women Engineers
Supply Chain Management Association
Tau Beta Pi
Torrerium
Tri Pi
USD 3D
USD Biology Club
USD Chemistry and Biochemistry Club
USD Pre-Physician Assistant Club
Associated Student Government
Judy Lewis Logue Alcalá Chapter of Mortar Board National College Sr Honor Society
USD Global Medical Brigades
Alpha Epsilon Delta
Association of Chicanx Activists (AChA)
National Society of Black Engineers
Alliance of Disability Advocates
Black Student Union
American Medical Students Association
Everthinkers Philosophy Club
MathEx
Student International Business Council
Delta Tau Delta
Phi Chi Theta
Theta Tau
Alpha Pi Sigma
Lettered MultiCultural Council
Sigma Theta Psi
Delta Sigma Pi
Phi Alpha Delta Law Fraternity International
Phi Delta Epsilon
Association for Computing Machinery
First-Generation Student Association
French and Francophone Studies Club
Minorities in Business
Society of Hispanic Professional Engineers
Students of Color in STEM/M
Filipino Ugnayan Student Organization

Japan Club
Association of Environmental Professionals
Baja SAE Club
Honors Club
Institute of Electrical and Electronic Engineers
Italian Culture and Language Organization
Law and Business Mediation Caucus
Pre-Nursing Society
Pre-Vet Club
Psychology Club
Resident Assistants
Scholastic Assistant and Transfer Scholastic Assistant
Sigma Eta Pi
STEM Outreach Club
Student Alumni Association
Student Finance Association
Student Philanthropy Council
University of San Diego Pre-Dental Club
USD Game Development Club
USD Robotics Team
Women in Business at USD

Multicultural

Chinese Cultural and Language Association
Chinese Students and Scholars Association
German Club
International Buddy Program
Movimiento Estudiantil Chicanx de Aztlan
People of the Islands
South Asian Student Alliance
Jewish Student Union
African Student Union
Asian Students Association
Folklorico and Mariachi Association
International Student Organization
Less Than Three Dance Crew

Fraternity and Sorority Life

Alpha Chi Omega
Alpha Delta Pi
Alpha Tau Omega
Beta Theta Pi
Gamma Phi Beta
Interfraternity Council
Kappa Alpha Theta
Kappa Delta Sorority
Kappa Kappa Gamma
Phi Kappa Theta
Pi Beta Phi
Pi Kappa Phi
Sigma Phi Epsilon
Sigma Pi

Recreational and Sports Clubs

Club Climbing Team
Club Cross Country
Club Pickleball
Club Sailing
Club Tennis
Club Waterski
Men's Club Soccer
Men's Club Volleyball
Men's Club Water Polo
Men's Lacrosse
Men's Rugby
Ultimate Frisbee
USD Club Baseball
USD Club Golf
USD Club Swim
USD Surf
Women's Club Basketball
Women's Club Rugby
Women's Club Soccer
Women's Club Volleyball
Women's Water Polo
USD Womxn's Fitness Club

Religious Affiliated Organizations

Students for Life

Special Interest Organizations

Cars, Motorcycles, and Off-Roading
Comedy Improv Club
Entrepreneurship Club
Photography Club
Self-Care at USD
Strength and Wellness
The Alcalá Review
Torero Gaming
Torero Program Board
USD A Cappella
USD Artists Society
USD Chess Society
USD Film Society
USD Hiking Club
USD Ski and Snowboard Club
The Bull Pit
USD Dance Company
USD Jiu-Jitsu Club
USD Pilates Club
Women's Lacrosse

Changemaker

Dance Marathon at the University of San Diego
Saturdays with Seniors
Students for Sexual and Reproductive Justice
Toreros Fighting Homelessness
Panhellenic Council
Phi Gamma Delta (FIJI)
Pee in Peace
InterVarsity Christian Fellowship
Active Minds at the University of San Diego
Fashion Forward
Her Healthy Habits
HERO Club
Humanitarian Society
Make A Wish Club
Queer & Trans Student Union
Surfrider Foundation University of San Diego Club
Sustainability Club
The Haven Project
USD College Republicans

USD Herbivores
USD Votes

Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, please visit Student Wellness (http://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

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 UC 161, or visit CHWP (http://www.sandiego.edu/chwp/).

Counseling Center

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-Friday, 8:30 a.m.-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.-3 p.m., Mondays-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 visit 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 (DLDRC) 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 DLDRC, 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 DLDRC, 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.

If you are a student who would like to be considered for academic accommodations, please follow the instructions under Requesting Services (http://www.sandiego.edu/disability/services/).

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, visit Student Health Insurance Plan (http://www.sandiego.edu/healthinsurance/).

Student Health Center

Hours: Monday, Tuesday, Thursday, Friday, 8:30 a.m.-4:30 p.m.; Wednesday; 8:30 a.m.-6:30 p.m. (closed 11 a.m.-1:30 p.m.).

The Student Health Center (SHC) 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 Student Health Center (http://www.sandiego.edu/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. For more information, please call (619) 260-4595, or visit Student Health Center (http://www.sandiego.edu/health-center/).

Torero ID Card

The Campus Card Services Office is responsible for the Torero ID Card, Campus Cash, customer service and maintenance for meal plans and campus locks. 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, Residential Life (Door Access), pay-for-printing and copying, Torero Store, U.S. Bank ATM/debit card and some off-campus vendors.

Campus Cash 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 campuscard@sandiego.edu. 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 at Campus Cash (http://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-Friday: 8am - 5pm. For more information, email campuscard@sandiego.edu, call (619) 260-5999, or visit C (http://www.sandiego.edu/campus-card/)ampus Card (http://www.sandiego.edu/campuscard/).

Torero Store

The Torero Store stocks all required textbooks (new, used, rental and e-books) and school supplies – order online or in store. In addition, you will find a selection of office supplies, USD clothing and Toreros merchandise and gift items. The campus store also carries computers, tablets, software, tech supplies and accessories. All major credit cards are accepted and you may charge all required course materials to your student account.

The Torero Store is located in the Hahn University Center. For more information, visit USD Torero Store (http://www.usdtorerostores.com) or email: help@usdtorerostores.com

University Center and Student Life Pavilion

The Hahn University Center and the Student Life Pavilion (UCSLP) 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. For more information, go to University Centers (https://www.sandiego.edu/ucslp/).

Hahn University Center

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 President for Student Affairs, Dean of Students and Student Life offices 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 campus dining and hospitality services.

1st Floor:

- Auxiliary Services
- Campus Card Services
- Center for Health and Wellness Promotions
- Center for Student Success
- Commuter Lounge
- ITS Help Desk
- Office of Ethical Development and Restorative Practices
- One Stop Student Center
- Outdoor Adventures
- Student Computer and Printing Station
- Torero Food Pantry
- Trio and Student Support Services
- US Bank branch

2nd Floor:

- Frank's Lounge and Blue Spoon
- La Gran Terraza restaurant
- Office of Student Affairs
- O'Toole's Lounge; and the Forum Ballrooms.
- Torero Store
- Military and Veterans Program
- University Centers Scheduling and Operations

Student Life Pavilion

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

- **1st Floor:** Pavilion Dining with 11 unique dining options.
- **2nd Floor:** Tu Mercado grocery store; L'atelier deli; and Nike shop.
- **3rd Floor:** Creative Zone; Student Leadership, Involvement, and Changemaking that brings together Associated Student Goverments, Student Organizations and Fraternity and Sorority Life; Mulvaney Center for Community, Awareness and Social Action; and Changemaker Hub.
- **4th Floor:** Graduate and Law Commons; Black Student Resource Center; United Front Multicultural Center; USD TV; USD Radio Station; Vista Newspaper; Women's Commons with Lactation Room; and a Single-Use restroom.

United Front Multicultural Commons

The United Front Multicultural Commons (UFMC) engages the University of San Diego community in exploring and affirming the unique identity of each person. The UFMC 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 Commons supports USD's 18 multicultural student organizations. The UFMC's work focuses on social justice, identity development and student leadership. For more information, go to United Front Multicultural Commons (https://www.sandiego.edu/united-front/).

University Copy

USD's full-service copy shop is located in the Maher Annex, on the north perimeter road, behind Maher Hall. We share the building with the Mail Center and Procurement. Output services include printing from digital files, B/W, full color photocopying on a wide variety of paper stock and large format poster printing. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating and shrink wrapping. Notary services are also available by appointment.

All of our current copier papers are recycled and/or SFI-Certified. University Copy hours are 8 a.m.-5 p.m., Monday-Friday. For more information, call (619) 260-4890 or visit University Copy (http://www.sandiego.edu/copy/).

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 our weekly Masses 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, please visit us in Founders Hall 20, call (619) 260-4735 or visit University Ministry (http://www.sandiego.edu/um/).

The 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 Learning Commons, Room 203. Students may make an appointment by calling (619) 260-4581 or emailing writingcenter@sandiego.edu. For the current schedule and additional information visit The Writing Center (http://www.sandiego.edu/cas/writing/writing-center/).

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 they are enrolled in approximately 42 courses, carrying minimum credit of 124 units.

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).

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.

Undergraduate Majors

College of Arts and Sciences

BA in Anthropology
BA in Architecture
BA in Art History
BA in Behavioral Neuroscience
BA in Biochemistry
BA in Biology
BA in Biophysics
BS in Biophysics
BA in Chemistry
BA in Communication
BA in English
BA in Environmental and Ocean Sciences
BS in Environmental and Ocean Sciences
BA in Ethnic Studies
BA in French and Francophone Studies
BA in History
BA with an Individualized Major
BA in Interdisciplinary Humanities
BA in International Relations
BA in Italian Studies
BA in Liberal Studies
BA in Mathematics
BA in Music
BA in Philosophy
BA in Physics
BS in Physics
BA in Political Science
BA in Psychology
BA in Sociology
BA in Spanish
BA in Theatre
BA in Theology and Religious Studies
BA in Visual Arts

Knauss School of Business

BA in Economics
BAcc in Accountancy
BBA in Business Accounting
BBA in Business Administration
BBA in Business Economics
BBA in Business Analytics
BBA in Finance
BBA in International Business
BBA in Marketing
BBA in Real Estate
BBA in Supply Chain Management

Shiley-Marcos School of Engineering

BA in Computer Science

BS in Computer Science

BS/BA in Electrical Engineering

BS/BA in Integrated Engineering

BS/BA in Industrial and Systems Engineering

BS/BA in Mechanical Engineering

Undergraduate Minors

College of Arts and Sciences

Africana Studies
Anthropology
Architecture
Art History
Asian Studies
Biology
Biomedical Ethics
Changemaking
Cognitive Science
Chemistry
Chinese
Classical Studies
Communication

Creative Writing
English
Environmental and Ocean Sciences
Environmental Studies and Policy
Ethnic Studies
Film Studies
French and Francophone Studies
German
History
International Relations
Italian
Latin American Studies
Mathematics
Medieval and Renaissance Studies
Music
Philosophy
Philosophy, Politics and Economics
Physics
Political Science
Psychology
Sociology
Spanish
Theatre
Theology and Religious Studies
Visual Arts
Women's and Gender Studies

Knauss School of Business

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

School of Leadership and Education Sciences

Army ROTC
Education
Leadership Studies
Nonprofit Leadership and Management

Shiley-Marcos School of Engineering

Computer Science

Undergraduate Certificates

College of Arts and Sciences

Arabic
Elementary or Special Education
GIS Certificate
Secondary Education

Knauss School of Business

Innovation and Entrepreneurship

School of Leadership and Education Sciences

Nonprofit Leadership and Management

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

Approximately 25 to 35 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.

Majors

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

Students exceptionally well qualified may fulfill the requirements of a double major. Students are permitted the counting of upper-division courses to more than one major. Departments retain the option of restricting students from double-counting departmental courses to separate majors offered by that department. Double counting of courses toward two majors is not permitted for interdisciplinary majors (e.g., Behavioral Neuroscience, Biophysics, Environmental and Ocean Sciences - Environmental Studies pathway, 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.

Undergraduate students who are readmitted to USD must complete the degree requirements in place at the time of their readmission. However, students originally admitted prior to fall 2017 and readmitted fall 2017 or later who have substantially completed the core requirements in the undergraduate course catalog under which they were declared prior to the break in attendance, may petition their dean's office to allow them to complete the degree requirements in the catalog under which they were previously declared.

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.

Certificates

Undergraduate academic certificate programs offer an opportunity for students to take a group of classes with a particular theme or focus outside the major and minor and have their transcript reflect the completion of that certificate. Certificate programs require at least 12 units, and students must maintain a minimum GPA of 2.0 with grades of C- or better in all upper-division courses. Courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis. At least 50% of units must be completed at USD. Courses may not be applied to the requirements for more than one undergraduate certificate, and no more than 50% of the units used to satisfy the requirements for a certificate program may also be used to satisfy requirements for an academic major or minor. A student who completes the requirements for an undergraduate academic certificate but never completes the undergraduate degree does not receive the certificate.

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 LLC Program

This program initially involves faculty advisors for incoming First-year students in a small class called the Living Learning Community (LLC) class. The LLC class provides an opportunity for first-year students to meet with their faculty advisor frequently to exchange thoughts on the student's intellectual and academic progress.

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. Prior to their first semester, they meet with a dean to initiate the advising process and to register for their classes. All incoming transfer students participate in the Transfer Learning Community (TLC) program, where they take a core curriculum or major specific class that also satisfies the first-year integration core requirement. While the instructor for the course is not the student's academic advisor, they do serve as a resource to help students in their transition to the University. All students need to declare their major either online or on a Declaration of Major form, which is available through the Registrar's Office website.

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

General Requirements for Bachelor's Degree

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

a. 124 semester units of credit, with at least 48 units in upper-division courses;
b. the core curriculum program;
c. a major concentration including at least 24 units of upper-division work, and satisfying the requirements of the department/school in question;
d. 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;
e. 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;
f. the residence requirement (completion of the final 30 semester units at the University of San Diego);
g. 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:

a. 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;
b. not applicable to juniors and seniors.

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.

Posthumous Degree Policy

A student may be considered a candidate for a posthumous degree/honorary class membership when the following requirements are met. Posthumous degrees/ honorary class membership may be awarded at the undergraduate and graduate level.

Requirements for Nomination:

1. A student must have been in good standing with the University of San Diego at the time of death. Good standing is defined as not having any of the following statuses: academic probation, academic disqualification, disciplinary suspension, or expulsion.

2. The student must have been a current student at the time of death:

a. a. enrolled in the current required term of a degree program if the program is in session; or

b. b. enrolled in the most recent required term of a degree program if the program is not in session; or

c. c. on an approved leave of absence.

3. Typically, a student should have completed at least 75% of degree requirements.

4. Eligible students who do not meet this requirement (specified in 3.) are eligible for honorary membership in their projected graduating class.

5. The department chair or program director and the dean of the School or College in which the student was enrolled must recommend the awarding of a posthumous degree/honorary class membership.

Nomination/Approval Process:

1. Any USD student, faculty or staff member, or family member can suggest a candidate be considered for a posthumous degree/honorary class membership. This request must be made in writing to the Vice President and Provost for Academic Affairs (Provost). The Provost will notify the Dean of Students of any requests received.

2. The Provost (or his/her designee) will take appropriate steps to verify whether the student meets the eligibility requirements described above to be considered for a posthumous degree/honorary class membership. The Provost will notify the department chair/program director and the dean of the School or College in which the student was enrolled, and the Dean of Students, of the student's nomination for the posthumous degree/honorary class membership.

3. The department chair or program director and dean of the School or College in which the student was enrolled makes the formal recommendation of the candidate for a posthumous degree/honorary class membership in the form of a written request to the Provost. The request must include the name of the student, the degree/program/honorary class membership to be awarded, and the recommended semester for degree/honorary class membership conferral.

4. If approved by the Provost:

a. a. The Provost will notify appropriate university personnel (e.g., the Registrar, commencement coordinator, and the Dean of Students).

b. b. The Dean of Students will inform the immediate family of the university's decision and desire to recognize the student (this process will be kept confidential until and unless approved at all levels). If the family desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the commencement coordinator for planning purposes. If the family does not wish to attend the commencement ceremony, the diploma will be mailed to the requested address.

5. A posthumous degree/honorary class membership notation will be printed next to the student's name in the commencement program. If the family chooses not to participate, this award will still be read during the ceremony unless explicitly requested otherwise by the family. Example: Jane M. Doe – Awarded Posthumously / Jane M. Doe – Honorary Class Member

Core Curriculum

The University of San Diego's core curriculum fosters the pursuit of knowledge through active student and faculty participation in core courses throughout a student's academic program. The core promotes critical appreciation of beauty, truth and goodness in the context of engagement with the Catholic intellectual tradition and diverse faith communities. The high academic standards of the core curriculum will sharpen student learning in critical thinking and analytical thinking, and increase competency skills in writing, oral communication and cognitive reasoning. Students will be well equipped to creatively envision, articulate and apply new solutions to the problems of today and be prepared to confront humanity's urgent challenges.

Only courses approved as meeting core curriculum student learning outcomes can be applied to core curriculum requirements.

Integrative Learning

Goal: Integrate knowledge, insights and skills gained through scholarly inquiry and strong community into the quest for truth as a continuous process of making connections. Students complete two integration experiences, one during their first year at USD and another as they are completing their degree requirements.

- First year students participate in the two-semester Living Learning Community (LLC) program by taking two courses that will satisfy core and/or major/minor requirements.
- Transfer students participate in the one-semester Transfer Learning Community (TLC) program by taking one course that will satisfy core and/or major/minor requirements.

Students complete an advanced integration experience and/or project in which they synthesize and apply knowledge and/or skills from multiple disciplines or perspectives. These courses will satisfy core and/or major or minor requirements.

Competencies

Goal: Learn essential skills of written communication, mathematical reasoning and problem solving, second language, oral communication, critical thinking, information literacy and quantitative reasoning in order to become effective leaders.

Written Communication

Successfully complete the First Year Writing course (FYW 150).

Successfully complete an Advanced Writing course, which is writing intensive and instructive, focusing on writing as a process. Advanced Writing courses are offered by a variety of departments and will be clearly identified with an "Advanced Writing" attribute.

Mathematical Reasoning and Problem Solving

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

Second Language

Third semester competency in a second language is required for students seeking the bachelor's degree. Students are encouraged to fulfill this requirement during their first two years at USD. This can be done by successfully completing the third-semester course (201); by taking a course beyond this level in any of the nine languages offered in the Department of Languages, Cultures and Literatures; or through alternate credit.

Oral Communication

Students successfully complete a course in the core or in the major/minor that includes an oral communication component. Courses that include oral communication will be clearly identified with an "Oral Communication" attribute.

Quantitative Reasoning

Students successfully complete a course in the core or in the major/minor that includes a quantitative reasoning component. Courses that include quantitative reasoning will be clearly identified with a "Quantitative Reasoning" attribute.

Critical Thinking and Information Literacy

Students demonstrate Critical Thinking and Information Literacy by satisfying outcomes in Historical Inquiry courses (see below).

Foundations

Goal: Become individuals who, through the search for truth and goodness, uphold the dignity and aspirations of all people; and who critically and creatively explore the "big questions" about God, personal identity and social identity.

Theological and Religious Inquiry

Students successfully complete two courses in the study of religion. One course must include the study of Catholic Christianity and one course must be upper division.

Philosophical Inquiry

Students successfully complete one approved course in the study of Philosophy.

Ethical Inquiry

Students successfully complete one course in the study of ethics.

Diversity, Inclusion and Social Justice

Students successfully complete two courses that are identified with a "DISJ" attribute. Courses are developmental, and the level 1 course must be completed prior to enrolling in the level 2 course. At least one course must be domestically focused.

Explorations

Goal: Critically and creatively explore the breadth of the liberal arts, focusing on social identity, scientific literacy and personal expression through varied modes of inquiry.

Scientific and Technological Inquiry

Students successfully complete one science or technology course that includes a laboratory experience.

Historical Inquiry

Students successfully complete one course that analyzes historical evidence using critical thinking and information literacy skills.

Social and Behavioral Inquiry

Students successfully complete one course that examines the human condition.

Literary Inquiry

Students successfully complete one course that examines text and language from a literary perspective. This requirement may be completed in languages other than English.

Artistic Inquiry

Students successfully complete three units of course work that examines an art form.

Honors Program

The Honors Program provides motivated, passionate and engaged students with opportunities that will support the achievement of their intellectual goals. The program emphasizes teaching excellence, small seminar-style classes and a curriculum of innovative courses. Honors students have numerous opportunities for interaction with faculty, specialized course work, undergraduate research and focused academic advising.

Curriculum

Honors courses are offered in a wide variety of disciplines, and span the College of Arts & Sciences, the School of Business, and the Shiley-Marcos School of Engineering. Honors courses are typically offered in the Core, but they occasionally fulfill major requirements or prerequisites for a major or career (e.g., pre-health).

In their first year, Honors students enroll in an Honors Fall LLC Course, followed by another Honors course within their LLC in the Spring semester. In students' second year in college, they will enroll in HNRS 295, Expedition: Inquiry - The Honors 2nd Year Seminar. Beyond these course offerings, students may enroll in three other types of classes: single-instructor Honors courses, linked single-instructor Honors courses, and team-taught courses.

- A *single instructor* Honors course is taught by one instructor.
- A *linked* Honors course constitutes an individual Honors course, taught by single instructor, that is linked together with another Honors course(s) in a different major based on a common theme, concept or problem. Linked courses are scheduled simultaneously so that students in each linked Honors class might meet together for interdisciplinary group projects, joint discussions, guest speakers, and other common activities.
- A *team-taught* Honors course is one in which two individual faculty members from different disciplines co-instruct a single Honors course, offering students an interdisciplinary understanding of a common topic or problem.

The Honors Program culminates with the completion of an Honors Thesis and participation in HNRS 495, the Honors Thesis Seminar. The Honors Thesis is an original project that may take the form of a scholarly paper, original writing, artistic composition or design, science experiment, curricular module, or other original intellectual project aligned with a student's academic training. In the seminar, students share the results of their thesis with fellow honors students and interested faculty, friends, and the public. Students consult their major academic advisor to determine the best path to begin their thesis work; enrolling in an independent study or a capstone course in their major is typically advisable. To ensure completion of the Honors Thesis, students identify their Thesis Advisor and begin their research at least one year prior to their intended graduation date. At the beginning of their senior year, they outline their research intentions in the *Fall Research Action Plan* and submit them to the Honors Program.

Admissions

The Office of Admissions and the Director of the Honors Program review the records of high school seniors and identify and invite students to apply for admission. Any other students who have been offered admission to the University may also apply. The selection is based on involvement in community, school and leadership activities, and evidence of a sustained desire to do excellent academic work. First year students who do not enter the Honors Program at the beginning of their undergraduate career may apply for admission mid-year.

Requirements

To graduate with the Honors Diploma, students must:

- Complete a minimum of 24 Honors units.
  - *Note*: *The Honors Program will waive 3 units for students who study abroad for at least a semester.*
- Complete HNRS 295, Expedition: Inquiry – The Honors 2nd Year Seminar, a 1-unit course designed for honors students in their second year of college.
- Produce an Honors Thesis and complete HNRS 495, the Honors Senior Thesis Seminar.
- Complete at least two interdisciplinary Honors courses.

- One of these courses must be a team-taught course; the other may be either a linked course or a team-taught course.

To remain in good standing in the Honors Program, students must maintain an overall GPA of 3.4 or above and demonstrate progression in the Honors Program. Progression in the Honors Program is defined as earning at least one Honors unit within two consecutive semesters. This unit requirement is waived for students who study abroad for a year or who take an official leave of absence.

Students who are not in good standing will be removed from the Honors Program. Exceptions may be granted with the consent of the Honors Program Director.

Recommended Program of Study

First Year		
Semester I		**Units**
Honors Fall LLC Course		3
Semester II		
Honors Spring LLC Course		3
Second Year		
Semester I		
HNRS 295	Expedition: Inquiry - The Honors 2nd Year Seminar	1
Single-Taught Course		3
Semester II		
Team-Taught or Single-Taught Course		3-4
Third Year		
Semester I		
Team-Taught or Single-Taught Course		3-4
Semester II		
Team-Taught or Single-Taught Course		3-4
Fourth Year		
Semester I		
Independent Study/Capstone		1-3
Semester II		
HNRS 495	Honors Senior Thesis Seminar	1-3

First Year Experience

The First Year Experience (FYE) strives to build a community of engaged student learners who value academic excellence, intellectual, personal and spiritual development, inclusion, ethical conduct and compassionate service. It integrates two core components: the Scholastic Assistant Program and the Residential Life Living Learning Communities (LLC).

The first year of college at the University of San Diego begins at the point of an undergraduate student's admission and concludes at the beginning of the following academic year.

We assign 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.

The objectives of the First Year Experience are to:

a. Introduce students to the core curriculum as the foundation of USD's liberal arts undergraduate education.
b. Assist each student's transition to college life by learning about multiple resources available to them.
c. Introduce students to the mission and core values that form the identity of USD as a Catholic university.
d. Encourage students to think about, and begin to develop, values for living with diversity and adopting a healthy lifestyle.

What Students Can Expect:

OLÉ! Weekend (Orientation)

The days before classes begin are designed to introduce students to USD and fellow students. Activities and experiences are facilitated by student leaders and faculty that will help new students become more comfortable in their new living environment, better understand the demands and expectations of college life, and begin to connect with fellow students, faculty and staff.

Fall LLC Course

This program is a core component of the FYE. In the Fall, the program involves faculty advisors for incoming first-year students in a small class called the "LLC Course." The content of the Fall LLC Course depends on the course title and description. Fall LLC courses fulfill a core curriculum requirement and build toward fulfillment of the first year integration requirement. The Spring LLC course also fulfills a core curriculum requirement, in addition to fulfilling the first-year integration requirement.

Scholastic Assistant

As part of each Fall LLC Course and through the Spring semester there will be a "Scholastic Assistant" or "SA." The SA is a successful continuing student who services as a liaison between the students and the professor, mentor to new students, and a general resource. SAs also plan and implement activities outside of class to assist students with the transition to college.

You Succeed @ USD Video Series

The You Succeed @ USD video series is designed specifically to help students reach their academic potential. Each brief video consists of tips and recommendations from highly successful USD students who have excelled in and outside the classroom. Video topics cover important issues that new students are likely to encounter including time management, study strategies, test preparation and overcoming setbacks.

Second Year Experience

The university assigns a high priority to a student’s second year of college because the second year fleshes out and solidifies the foundation begun in the first year. During the second year, students are focused on establishing personal and educational identities. As a result, students engage in activities in and outside of the classroom moving them towards establishing future directions of study and growth.

The Second Year Experience (SYE) at USD consists of a variety of programs and opportunities designed specifically for second-year students. The goal is to help students be successful, have fun and get the most out of their USD experience.

Featured Programs

SYE Abroad Program

This unique study abroad program offers second-year students the opportunity to earn core curriculum credit in one of two exceptional locations during Intersession of 2016: Guatemala or Italy! Students can earn credit in a variety of disciplines:

- Art History
- Chemistry
- Ethics
- History
- Language, Culture and Literatures
- Theology

Students travel with USD faculty and staff to their chosen destination and engage in the local community. If you are a new first-year student and interested in studying abroad during Intersession of your second year, please visit SYE Abroad Program (https://www.sandiego.edu/international/study-abroad/programs/short-term-opportunities.php) for details on how to apply.

SYE Welcome Back BBQ

Residential Life kicks off the year right with a Welcome Back BBQ exclusively for second-year students. This is a chance for all second-year students (including transfers and commuters) to come enjoy some free food, good music and great company. Look for details on this event in your SYE Program mailing near the end of summer.

Second Year Housing

On-campus living at USD only gets better the second time around! Spend your sophomore year living with your classmates in the Alcalá Vista Apartments (aka “The Vistas”) or the San Buenaventura Apartments, which house the Second-Year Experience (SYE) program. You’ll have the opportunity to participate in programs and utilize services that are geared to the unique needs of sophomore students, both returning and transfer. Additionally, housing is available for second-year students in Manchester Village and the San Antonio de Padua apartments.

For more information on housing for second-year students, please visit Residential Life's Second Year Housing (https://www.sandiego.edu/residential-life/student-housing/second-year-housing.php).

Second Year Torero Experiential Program (STEP)

One of the major benefits of living on campus is the fully furnished apartments that offer convenient access to resident assistants and University Ministry members who are more than just residence staff. With such a wide range of resources, services and personal support offered, it’s no wonder why so many Toreros choose to stay on campus after their first-year living experience. Campus apartments are available for sophomore students, and the STEP program is housed in the Vistas and San Buenaventura. Within the Alcalá Vistas and San Buenaventura there are special programmatic offerings, geared toward sophomores and the unique House Cup program!

For questions about the second year housing requirement, please contact Residential Life at (619) 260-4777 or email housing@sandiego.edu.

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 our accelerated 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 Camino Hall, Room 105. For more information, visit Pre-Health Advising (https://www.sandiego.edu/cas/student-resources/advising/pre-health/).

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. For more information, visit Pre-Law Advising (https://www.sandiego.edu/cas/student-resources/advising/pre-law.php).

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 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 opened 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 Madrid Center (http://www.sandiego.edu/international/madrid-center/) website 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 (http://www.sandiego.edu/international/study-abroad/) 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.

Special Topics Course

A Special Topics course offered in USD's affiliated study abroad programs coordinated by the USD International Center that do not correspond directly to a USD academic department. The course will be identified on the student's transcript as either ABRD 294 or ABRD 494, and USD will maintain a description of the course and outcomes. Course content and structure will differ depending on instructor, program and country. Consult the Office of International Studies Abroad (http://www.sandiego.edu/international/study-abroad/) for course description for any given semester.

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 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

The 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/international/study-abroad/).

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/).

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 critical thinking 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, and 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 Cadet Basic Camp at Fort Knox, Kentucky during the summer, following 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 status.

There is no advance application needed for the freshman or sophomore classes. Scholarship money is available, including four-, three- and two-year merit scholarships to qualified students. Scholarships awarded include: full tuition, books, fees and partial room and board. Additional resources are available to cover room and board.

For additional information, contact the Army ROTC office via armyrotc@sandiego.edu or (619) 260-7920, or go to Army ROTC (https://www.sandiego.edu/soles/academics/army-rotc/).

To earn a commission as a second lieutenant in the United States Army, Army ROTC cadets 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 Army, as outlined below.

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 Military Science.

Military Science requirements

Freshman Year		
Semester I		**Units**
MILS 096	Leadership Laboratory	1
MILS 101	Introduction to Leadership I	3
Semester II		
MILS 096	Leadership Laboratory	1
MILS 102	Introduction to Leadership II	3
Sophomore Year		
Semester I		
MILS 096	Leadership Laboratory	1
MILS 201	Foundations of Leadership I	3
Semester II		
MILS 096	Leadership Laboratory	1
MILS 202	Foundations of Leadership II	3
Junior Year		
Semester I		
MILS 096	Leadership Laboratory	1
MILS 301	Adaptive Tactical Leadership	3
Semester II		
MILS 096	Leadership Laboratory	1
MILS 302	Applied Team Leadership	3
Senior Year		
Semester I		
MILS 096	Leadership Laboratory	1
MILS 401	Adaptive Team Leadership	3
Semester II		
MILS 096	Leadership Laboratory	1
MILS 402	Company Grade Leadership	3

Code	Title	Units
Students seeking a commission in the United States Army must also complete a United States Military History course during their program of instruction. MILS 110 can be taken to satisfy this requirement.		
MILS 110	United States Military History	3
Independent study options are offered to satisfy Military Science requirements on a case by case basis if approved by the Professor of Military Science.		
MILS 299	Independent Study	3
MILS 499	Independent Study	3

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. All NROTC commissioned officers require a minimum five year active duty period, followed by three years of inactive reserve.

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:

a. 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.

Code	Title	Units
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 402	Leadership and Ethics	3
NAVS 412	Fundamentals of Maneuver Warfare	3

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

Code	Title	Units
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 (p. 531).

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 Cadet Basic Camp, provides the military skills and leadership training normally taught during the freshman and sophomore on-campus courses. Basic Camp is conducted at Fort Knox, Kentucky, and a paid salary, transportation, meals and lodging will be furnished. Basic Camp graduates enroll in Military Science 301 to enter the advanced course and complete the advanced program.

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.

MILS 096 | LEADERSHIP LABORATORY
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Application of individual skills and military tasks appropriate to a small unit leader. Prepares cadets for higher level leadership positions. Emphasis is on performance in leader roles which includes instruction. Maximum credit eight units. Credit earned in this course not applicable to a bachelor's degree.

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 110 | UNITED STATES MILITARY HISTORY
Units: 3 Repeatability: No
Analyze decisions made by American military leaders, military engagements from colonial period through current operating environment, principles of war, and reviews of decisions affecting outcomes.

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 299 | INDEPENDENT STUDY
Units: 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.

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).

MILS 401 | ADAPTIVE TEAM LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MILS 301 and MILS 302
This course 401 transitions the focus of student learning from being trained, mentored, and evaluated as an MSL III Cadet to learning how to train, mentor, and evaluate underclass Cadets. MSL IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, the Army's Training Management Cycle and METL Development processes during weekly Training Meetings. Cadets learn to safely conduct training by understanding and employing the Deliberate Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a cadet platoon, company, and/or battalion in the execution of a Leadership Lab, Ranger Challenge Exercise, and a Leadership Development Exercise (LDX).

MILS 402 | COMPANY GRADE LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MILS 301 and MILS 302 and MILS 401
This is an academically challenging course were you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that you will be evaluated on your knowledge of the 20 Army War fighting Challenges (AWFC) covered throughout MILS401 and 402 coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or Leader Training Exercises (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS and other MSL IV Cadets.

MILS 499 | INDEPENDENT STUDY
Units: 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.

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:

a. an understanding of the fundamental concepts and principles of Naval Science
b. a basic understanding of associated professional knowledge
c. an appreciation of the requirements for national security
d. a strong sense of personal integrity, honor and individual responsibility
e. 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.

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 412 | FUNDAMENTALS OF MANEUVER WARFARE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare. The interaction between modern tactical principles as well as current military developments and their influence on maneuver warfare doctrine are discussed. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.

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.

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 located in Alcalá Park West, Avilá Ste. A or on the Summer and Intersession (http://www.sandiego.edu/summer-intersession/) site.

Please visit the Summer and Intersession (http://www.sandiego.edu/summer-intersession/) website for detailed listing of summer and intersession courses, enrollment information, fee payment options and deadlines.

Academic Regulations

Responsibility of Students

Students 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.

Academic Integrity Policy

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:

a. unauthorized assistance on an examination;
b. falsification or invention of data;
c. unauthorized collaboration on an academic exercise;
d. plagiarism;
e. misappropriation of research materials;
f. any unauthorized access to an instructor's files or computer account; or
g. 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.

In the event the Hearing Committee determines that expulsion or rescission of a degree is the appropriate sanction, or in the event of two dissenting votes on the Hearing Committee, the person who is adversely affected by the Hearing Committee's decision may appeal that decision to the Provost, who may finally determine the matter in the exercise of sound discretion.

The complete Academic Integrity policy can be found in the Honor Code (http://www.sandiego.edu/conduct/documents/Honor-Code.pdf).

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. Unless otherwise indicated, D- is the minimum grade to pass a class or satisfy a prerequisite.

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

Transfer of Credit

The University of San Diego awards credit based on courses completed at other accredited colleges and universities, courses completed in University-approved domestic and international study programs, through the Advanced Placement Program (AP), (https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php) the International Baccalaureate Program (IB), (https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php) and the College Level Examination Program (CLEP). (https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php) USD has full discretion concerning how the transferrable credits are applied to its curriculum. Each course is evaluated in a timely manner to determine whether requirements are met for the core curriculum, major, minor, or elective credit. The student is responsible for submitting acceptable supporting documentation, which may include official transcripts, course descriptions, course outline of record, and/or course syllabi.

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

1. Transfer of credit from domestic institutions and international universities: all college-level, undergraduate courses from any regionally accredited (or equivalent) institutions will transfer to USD for credit, except for

a. courses where credit has been given for life experience;
b. vocational courses;
c. courses in excess of four units each in physical activity, physical education instruction or coaching, and intercollegiate athletics; and
d. courses taken through a professional and continuing education or extension unit;
e. remedial courses.

2. Transfer of courses from nationally accredited colleges or universities: These are approved on a case-by case basis for the major by the department and dean within the relevant division, and for the core-curriculum by the core area representative, with the same exclusions as in 1.

3. The transfer of courses is transparent to pre-matriculated and matriculated students through an articulated listing of accepted courses with USD transfer credit equivalencies. USD equivalencies are consistent regardless of whether the student is pre-matriculated or matriculated.

4. There are unique features of USD core curriculum that cannot be transferred. These areas are: FY Integration and Advanced Integration.

5. Transfer of credit and grades:

- A grade of "C-" or higher must have been earned in the transferred course; a grade of "pass" or "satisfactory" is not acceptable.
- All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.

6. Credit hours transferred: The number of credit hours transferred will be based on USD's semester credit system.

- For institutions using the quarter system, multiply the number of quarter hours by 2/3. For example, 4 quarter-hours x 2/3 = 2.7. 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.

A. Undergraduate Transfer of Credit for Pre-matriculated Students:
When students transfer to USD, the guidelines for transferring credit from other institutions must follow these stipulations:

a. Upon admission, students will have access to a Transfer of Credit Report listing accepted courses with USD transfer credit equivalencies.
b. Once matriculated, students will have access to an online Degree Works via the USD student portal detailing how previous coursework meets USD graduation requirements.
c. The time needed to complete a degree will depend on the student's total number of transfer credits and the distribution toward specific USD Core, school/college and major curriculum requirements. Incoming students should be aware USD has a residency requirement, and majors in the College of Arts and Sciences as well as the Engineering programs and programs in the

School of Business have minimum requirements for the number of units of upper division classes in the major to be taken at USD, and should refer to the appropriate policies for further information.

d. All online classes taken before matriculation to USD will be accepted provided they conform to general principles 1 and 2.

B. Undergraduate Transfer of Credit for Matriculated Students: Once students have matriculated at USD, the guidelines for transferring credit from other institutions must follow these stipulations:

1. Transfer of Credit from Regionally-accredited Institutions: Students who wish to take courses at another regionally accredited institution after enrolling at USD must petition to transfer credit prior to enrolling in those courses.

- Students may transfer up to 18 units once they have enrolled at USD.
- Students may be required to submit acceptable supporting documentation, which may include course descriptions and/or course syllabi.
- The maximum allowable number of credits matriculated students may transfer is 10 credits to fulfill core curriculum requirements.
- If courses are to be transferred for credit in a major or minor, the department or program must review and approve them prior to enrollment.
- If courses are to be transferred for core curriculum credit, they are reviewed first by the appropriate department chair and then approved by the core area representatives (CARs) prior to enrollment. Students will not receive credit for courses that repeat essentially the same content of work taken previously at USD, except where a grade of D or F was received in the USD course.

2. Transfer of courses from international and nationally accredited colleges or universities:

- Study Abroad Courses: USD operates many affiliated study-abroad programs in which courses are automatically articulated as earned credits at USD.
- Unaffiliated International Courses: Current USD students must complete an Unaffiliated Transfer Evaluation Form prior to taking the course. Courses must be approved by the department, advisor and Dean prior to taking the course.
- Courses at nationally accredited institutions are approved on a case-by-case basis for the major by the department and dean within the relevant division, and for the core- curriculum by the core area representatives (CARs), subject to the exclusions in general principle 1.

3. Student Load: The student load policy governs the maximum number of units a student may take in a term and is applicable to all units a student is taking, both at USD and elsewhere. Please refer to that policy for further information.

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.

Students who earn a grade other than D or F that is unacceptable, for legal reasons, in a specific course or program may also repeat that course as outlined above.

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. 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

Subject to prior authorization from their advisor, students may elect to enroll for classes on a Pass/Fail basis instead of a regular grading basis. Pass requires a grade of C– or better. A grade of Pass does not affect grade point average, but a grade of Fail does affect grade point average. The following regulations apply:

a. Lower-division students must have successfully completed at least 12 units at USD.

b. Students must have a grade point average of at least 2.0 at USD.

c. If the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis.

d. Students may take no more than one course per academic term and no more than two courses per academic year on a Pass/Fail basis. (Courses offered

exclusively on a Pass/Fail basis for all students are not counted in arriving at the limit.).

e. For first honors or second honors consideration, 12 semester units must be earned on a regular grading basis in fall or spring semesters.

f. A maximum of 15 Pass/Fail units at USD is applicable to the fulfillment of degree requirements.

g. Major courses (and courses in the preparation for the major) may not be taken Pass/Fail. However, courses that are only offered on a Pass/Fail basis may, by determination of the faculty, be applied to the major if the major requires at least 24 upper-division units that must be taken on a regular grading basis. A maximum of 6 units of such Pass/Fail coursework may be applied to a major, including both preparation and major courses.

h. Minor courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis.

i. A student wishing to major or minor in a field in which he or she previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement.

j. No courses used in fulfillment of core curriculum requirements may be taken Pass/Fail. If a core curriculum requirement is fulfilled, other courses in the same area may be taken Pass/Fail.

k. Courses required for any state teaching credential may not be taken Pass/Fail.

l. 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 offered Pass/Fail.

m. All courses designated as "activity" courses may, by determination of the faculty, be offered Pass/Fail.

n. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the Pass/Fail option.

o. There will be no change from Pass/Fail to grade or vice-versa after the deadline listed in the academic calendar.

p. The course, quiz, paper, examination and attendance requirements for Pass/Fail students will be the same as for students on a regular grading basis.

q. A course taken on a Pass/Fail basis may only be repeated as a Pass/Fail course.

r. 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.

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. At every level in the proposed grievance procedures this "presumption" should be understood by all participants.

The student shall have **six months**, calculated from the date of submission of the student's final course grade, to initiate a formal grade grievance procedure. Students must file for a grade grievance within the six-month time period unless exempted by the Dean of the college/school in which the course was taught.

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:

a. Initial grade/grievance must be addressed to the instructor in the course.
b. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
c. 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).
d. 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 visit Exam Credits (https://www.sandiego.edu/cas/student-resources/transfer-course-exam-credits.php).

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	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Post-Baccalaureate Undergraduate Study

Once an undergraduate student graduates, that student's courses and GPA for the first degree are fixed and will not change if the student returns to USD for additional undergraduate work.
If a student returns for a second undergraduate degree then the student must take at least 30 units and fulfill at USD all of the major requirements of the second degree current at the time of reenrollment, but as the student has previously completed all other requirements for a USD undergraduate degree no further requirements (e.g. core) apply even if these have changed. A new GPA for these additional units will be calculated as well as an overall GPA that combines all

undergraduate work at USD. The total number of units that may be repeated between both undergraduate degrees is 10. Since such students are degree-seeking they are eligible for Title IV financial aid.

If a student returns for a second major in the same degree that the student previously earned, then the student will be assigned to a post-bacc program at the undergraduate level. The student must complete at USD the major requirements for the second major current at the time of reenrollment, but as the student has completed all other degree requirements previously when earning the degree with the first major no further requirements (e.g. core) apply even if these have changed. A new GPA will be calculated for the additional units taken to complete the second major as well as an overall GPA that combines all undergraduate work at USD. The total number of units that may be repeated for the degree is 10. Such students are not degree-seeking so they are not eligible for Title IV financial aid. However, if the student is enrolled in at least six units she/he is eligible for an in-school loan deferment. Such students will not receive a new diploma but when the second major is completed that fact will be noted on their transcript and, upon request, the Registrar will produce a letter certifying the completion of the second major.

If a student wants to add a minor to an already completed undergraduate degree, all of the same rules apply as for returning for a second major, i.e. the then current requirements of the minor are the only requirements that must be fulfilled.

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.

Credit Hour Policy

USD Credit Hour Policy

As required by the Department of Education (DoE) and WASC Senior Colleges and Universities Commission (WSCUC), our regional accreditors, the University of San Diego has developed its own written credit hour policy and ensures that its academic programs meet these institutional requirements.

The DoE and WSCUC provide equivalent definitions of a credit hour:

Credit Hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

--Federal Regulations, 34CFR 668.8(k) and (l)

--WSCUC, Credit Hour Policy

The University accepts this credit hour definition and further meets three requirements for this policy by our WSCUC accreditors:

a. Adopt a credit hour policy for all academic courses and programs.
b. Assure effectiveness of the periodic review processes for determining accuracy and reliability in the assignment and application of the credit hour policy.
c. Account for variations in the assignment of credit hours to assure that they conform to commonly accepted practices by the standards and principles of academic disciplines responsible for assigning credit.

Recent interpretations from federal and regional authorities indicate greater flexibility should be provided to institutions in determining whether learning standards are met that are not solely based on clock hours. This document provides an articulation of the USD Credit Hour Policy, supporting context from the Carnegie Foundation on the Carnegie unit, the supporting contexts from the DoE and WSCUC, and the changing context for USD's traditions of credit hour applications.

USD Credit Hour Policy - Adopted by USD Senate on 2/08/2018

Standard Undergraduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard undergraduate courses by adhering to the standards within the disciplines that offer such courses. In the case of the undergraduate core curriculum, equivalencies will be monitored through the assessment of core learning outcomes for achievement levels shared by several disciplines.

Standard Graduate Courses

One unit of credit is assigned to one hour (55 minutes) of classroom time with a minimum of two/three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or completing an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard graduate courses by adhering to the standards within the disciplines that offer such courses.

Standard Law Courses

One unit of credit is assigned to one hour (50 minutes) of classroom time with a minimum of three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester of approximately 14 weeks in length. Equivalencies should be established for standard law courses by adhering to the standards within the legal discipline that offer such courses.

Other Academic Activities (e.g. labs, internships, studio, hybrid, or online) One unit of credit is assigned to three hours of student work per week throughout one semester of approximately 14 weeks in length or approximately 40 hours of work, or an established equivalency to be determined by the department offering the course that reasonably approximates this same amount of work.

Periodic Review of Standard Courses and Other Academic Activities

As stated above, departments will establish and assess credit hours and their reasonable equivalencies for their curriculum. The Core Curriculum Committee will be accountable for the core curriculum. For quality assurance, the Vice President of Institutional Effectiveness and Strategic Initiatives will periodically review departmental or core curricular assessments for student workload in standard courses and other academic activities.

Carnegie Foundation Context

In January 2015, the Carnegie Foundation for the Advancement of Teaching issued a report entitled, The Carnegie Unit: A Century-old Standard in a Changing Education Landscape. In this report, the authors acknowledged that the clock-hour "in-seat" time as the defining feature of the standard (not labs, internships, etc.) credit hour is a very weak measure of student learning. Critics of the standard unit of time argue that program requirements should be based on standards met for student learning, rather than "seat-time" requirements. Current curricular development proponents recognize the need for "greater transparency and flexible educational designs," and that many of the most innovative represent direct challenges to the Carnegie Unit.

The authors of The Carnegie Unit make the following claims: 1) the Carnegie Unit in terms of seat-time was never intended as a standard measure of student learning; 2) studies underway must empirically test variability in delivery and curricular structure, and outcomes-based models vs in-seat time; 3) the DoE and regional accreditors have already begun permitting flexible interpretations of the in-seat time "equivalents." University of San Diego's credit hour policy should reflect greater flexibility in accepting curricular variation, recognizing that such variations may happen for a variety of reasons, including disciplinary differences, innovative curricular practices, and changing delivery methods. However, USD should strive to establish clarity regarding equivalencies through assessment and other evidence-based processes.

Department of Education (DoE) Context

On October 29, 2010, the Department of Education issued new federal regulations regarding the definition and assignment of credit hours (ref. 75 FR 66832). Regulatory commissions use credit hours to determine the eligibility of the institution and its educational programs for participation in federal programs.

Following the issuance of new regulations, March 18, 2011, the DoE circulated a memo, dated March 18, 2011, from the Office of Postsecondary Education whose purpose was to provide "guidance to institutions and accrediting agencies regarding a credit hour as defined in the final [2010] regulations." The issuance of new regulations was the DoE's response to the increasing call for flexibility in interpreting the credit hour.

According to the DoE, a credit hour is an institutionally established equivalency that **reasonably approximates** some minimum amount of student work reflective of **the amount of work expected in a Carnegie unit** (one hour of classroom or direct faculty instruction and minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester).

The federal credit-hour definition does **not** dictate particular amounts of classroom time versus out-of-class student work (there is no requirement that a 3-semester hour course meet 3 hours per week during a semester). Indeed, the DoE states, "We recognize that complex institutions with multiple degree levels may not have rigidly uniform policies and procedures related to the credit hour across a variety of disciplines, degree levels, teaching/learning formats, and delivery modes." However, all institutions are expected to evaluate credit hour equivalencies to ensure consistency in the integrity and quality of its degree programs in line with commonly accepted practice in higher education.

WSCUC (WASC) Context

In response to the DoE's issuance of federal regulations on the credit hour and its interpretation, USD's regional accrediting agency, WSCUC (WASC) adopted its own federal credit hour policy on September 2, 2011. It states that a credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement as the means of establishing institutional equivalencies. These should reasonably approximate:

a. One hour of classroom or direct faculty instruction and a minimum of two hours out- of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter-hour of credit, or the equivalent amount of work over a different amount of time.
b. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The WSCUC reaccreditation visitation team reviewed USD's credit hour policy and its associated elements prior to their visit Feb. 29-March 2, 2012. These elements included:

a. USD's policy on the credit hour
b. An explanation of USD's process for periodic review of the application of this policy, to assure that credit hour assignments are accurate and reliable (for example, program review, process for new course approval, periodic audits)
c. A list of the kinds of courses that are offered that do not require the standard amount of in-class seat time designated in the WASC policy (for example, online and hybrid courses, laboratory courses, studio work, clinical work, independent study, and internship courses)
d. A course schedule showing the weeks, hours and days when courses meet.
e. Three sample course syllabi (or the equivalent) for each kind of course that does not meet for the standard amount of in-class seat time required in the policy.

The team submitted its recommendations for reaccreditation, including review of federal policy regulations, and the Commission voted to "reaffirm the accreditation of the University of San Diego" as stated in its formal response.

University of San Diego: Traditional Context for Credit Hour

The University of San Diego has seven academic divisions: the College of Arts and Sciences, the School of Law, the Shiley-Marcos School of Engineering, the School of Business, the School of Leadership and Education Sciences, the Hahn School of Nursing and Health Science, and the Joan B. Kroc School of

Peace Studies. USD offers 41 bachelor's degree programs, 28 master's degrees programs, 3 law degree programs, and 3 doctoral degree programs (in nursing and leadership studies). In addition, the Division of Professional and Continuing Education offers several master's programs in conjunction with the other graduate academic units, and hosts a variety of professional programs and services that extend the University's reach to the San Diego business community, international corporations, and educators in California and beyond. Continuing Education programs include a variety of workshops, seminars, in- house training, English-language services, graduate level extension classes and certifications and non-degree credit classes.

USD operates on a semester system, with additional sessions offered between semesters (Intersession) and during the summer.

Traditionally, standard courses offered during the semester in undergraduate and graduate degree programs (except Law) use class contact hours that have been designed around the (Carnegie like) standard for a 3-unit class over a 15-week semester:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TTh	30	75	2250	37.5
One	15	150	2250	37.5

As implemented at USD, 3-unit classes meet for more time during each class session but for one less week over the semester:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	41	55	2255	37.5
Th	28	80	2240	37.3
One	14	160*	2240	37.3

*10-minute break not included

This distribution translates to 12.5 contact hours over the semester for a 1-unit class meeting MWF. The Law School operates under a different calendar and is governed by ABA guidelines of 700 minutes of class-time per credit hour (or 50 minutes per week for 14 weeks). Three unit classes meet twice a week for 75 minutes each over a 14-week semester (2100=75x2x14). The Law School adheres to the national standard instituting out-of-class hours is 3 hours for every 1 hour of class in the first year of law study and after that (years 2 &3) 2 to 1.

Traditional Assignments for Other Academic Activities (generally follow 1 unit for 3 hours a week or 39-42 hours per semester)

For classes listed below, traditional credit hour assignments are given with the understanding that if classes do not adhere to traditional standards, equivalencies must be established through assessment of student achievement to justify the "reasonable approximation" rule.

Laboratory Work

Typically, one unit of credit has been assigned for 2 hours and fifty minutes or more of laboratory work per week throughout one semester.

Team-Taught Honors or Living Learning Community (LLC) Honors Courses

One unit of credit has been assigned to 55 minutes of classroom time per week with a minimum of **three hours of out-of-classroom time** spent studying and doing homework or research per week throughout one semester (Many Honors Courses meet within the schedule for 3-unit classes but award 4 units of credit. In order to comply then the expectation for out-of-class time must be raised from 2 units to 3 units for every hour in class).

Internship Courses

One unit of credit has been assigned to at least 40 hours of internship work throughout the course of one semester. (Source: anthropology (3 hours a week for approximately 13 weeks) communication (40), history (3 units is 9 hours per week for 13.5 weeks and involves 120 hours of work) sociology (40), math and cs (40), psychology (40), MARS (45), SBA UG 96 for 3-units plus 3 class meetings, SBA grad 120 units plus two class meetings).

Studio Work

One unit of credit has been assigned to 123.33 minutes per week throughout the semester. (Source Visual Arts: 3 hours and 5 minutes 2-times per week for 3-units of credit)

Southeast San Diego Tutoring Project

One unit of credit hour has been assigned for tutoring for 3 hours per week throughout one semester (ENGL 292 and 492).

Clinical Nursing Work

One unit of credit hour has been assigned for practicing in a clinic for 3 hours per week throughout the semester (which is 16 weeks according to regulations by the Board of Registered Nursing of California).

Independent Study Courses

One unit of credit hour has been assigned to the equivalent amount of work to 55 minutes of classroom time per week with a minimum of two hours of out-of-classroom time studying and doing homework or research per week throughout one semester.

Independent study courses must be approved by the faculty supervisor, the department chair and the dean.

LLC Scholastic Assistants

One unit of credit hour has been assigned to 20 to 25 hours of work during the fall semester plus 15 hours of pre-Torero Days training.

Practica

One unit of credit hour...From Communication Studies VISTA and USDtv, standard practices are unclear.

Online and Hybrid Courses

One unit of credit hour has been assigned at least 12.5 hours of contact time either through direct classroom discussion or through online video presentations, quizzes, and discussions (Source MSGL 2-unit course). So if the student spends 2.2 hours out-of- class for each contact hour this would amount to 40 hours of work over the term of the course.

Declaring the Major

A first-time, first-year student may declare a major at any time after April 15 in the first year of attendance. The process for doing so depends on the academic unit in which the major is housed, and students are encouraged to check with the Dean's Office of the college/school in which they declare their major. Other programs of study, such as a minor, certificate program or second major, also must be declared formally using the appropriate process for the college/school. Students may declare a major and minor or certificate program simultaneously or may add a minor or certificate program after first declaring a major. Students who have completed at least two semesters at USD and 60

units or have completed four semesters at USD, and have not declared a major will be assigned to an advisor in the College of Arts and Sciences Dean's Office.

The university encourages students to explore various options before making the important choice of selecting a major. A student should declare their major sufficiently early to allow their academic advisor to guide them in the selection of appropriate courses. Students who make their choice too early run the risk of finding themselves in an unsatisfying program or needing to make changes that could extend the time to graduation. Those who postpone their decision may find themselves behind in relation to the recommended program of study and may require additional time to graduate. Students considering majors with complex degree requirements, including engineering, the sciences, business, architecture and liberal studies, are encouraged to consult with an academic advisor and declare their major early in their academic careers.

In addition to the academic advisor, USD's Career Development Center can assist students in the selection of their major, minor or certificate program. The center's career counselors work with students to assess their strengths, interests and long-term career goals, helping to prepare them for success.

When a decision to make any changes to a program of study has been reached, the student must follow the appropriate processes for the college/school in which their program of study falls. 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.

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.

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.

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

Certain course numbers in the 90's are reserved for particular types of courses and those types of courses must use the reserved numbers. The reserved course numbers and course types are:

x99	independent study
x98	internship
x97	techniques
x96	undergraduate research
x95	senior thesis
x94	special topics
x93	field experience

Course types are indicated by the following characters:

H	Honors
L	Laboratory
P	Practicum
R	Recitation
S	Seminar

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 practica, papers, oral reports and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Dean of the College of Arts and Sciences for permission to take such examinations. The dates for these examinations are announced in the academic calendar (found at the beginning of this course catalog). Students should check with the dean for fees and locations for the examinations. No academic credit will be given for these examinations.

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 One Stop Student Center, Hahn University Center, Room 126. See table of fees for transcript cost. Instructions for requesting transcripts can be found at Transcripts (https://www.sandiego.edu/registrar/transcripts-diplomas/transcripts.php).

Any student may request official transcripts of his or her academic work. A fee of $10 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.

DegreeWorks lists the 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.

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 on the student portal 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:

a. take their remaining courses in USD's summer sessions; and
b. 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 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 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 prior 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 on Commencement participation. All information is made available to students the previous fall to anticipate and avoid any such problems.

Honors

At the end of each semester, each dean receives the names of full-time (12 units or more of standard graded courses) 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.

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 though the Office of the Registrar, unless a leave of absence has been granted in writing.

Students Involuntarily Called to Military Duty: Active Reservists and DUI

The University of San Diego supports and respects the obligations of students involuntarily called to active duty in the Armed Forces of the United States. USD will make reasonable accommodations for such students, and will endeavor to assist them to meet their military obligations without loss of academic status or opportunities.

A student active reservist involuntarily called to active duty in any branch of the military services of the United States while enrolled in the University, or a student assigned to Duty Under Instruction (DUI) who is called back to regular duty, will be released without penalty from academic responsibilities. The student must present evidence to his or her academic dean that he or she has been involuntarily called to active military duty. The following options are available:

a. A student active reservist involuntarily called to active duty may request to withdraw without penalty from all classes and receive a full refund of tuition and fees paid for class enrollment. Room and board refunds will be prorated. The dean's official authorization of Withdrawal without penalty shall be forwarded to the Registrar, the Financial Aid Office, and Student Accounts. Students receiving financial aid will discuss their circumstances with the Financial Aid Office.
b. If a student is involuntarily called to active military duty near the end of a term, the student may initiate an action through the appropriate dean's office to request the teacher of record in all or some courses that the student be permitted to make special arrangements which are consonant with the policies of the student's academic unit (for example, an Incomplete grade, an early final examination, or other appropriate resolution.) Any such arrangement will include a written agreement of the special conditions, and be signed by the student and the teacher of record.
c. Under option #1 or #2 above, the student may request a leave of absence from the University of San Diego. If the student remains on involuntary active duty, and so notifies the university, the extension of the leave of absence is automatic. For good cause, a requested extension of the leave of absence of reasonable length, beyond the active duty period, may be granted at the discretion of the dean.
d. Where applicable, the student's transcript shall include a notation that a W or an I is based on "Involuntary Call Up to Military Duty."

This policy may be supplemented as needed in response to changes in the military situation, or to deal with individual circumstances not covered by the policy.

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, on the Summer and Intersessions website 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, go to Summer and Intersession Office (http://www.sandiego.edu/sio/). 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. 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. 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.

Students wishing to register for credit have priority over those who desire to audit. The fee is $160 per credit hour.

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.

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.

Scholastic Probation and Disqualification

A student will be placed on scholastic probation if:

a. the semester GPA falls below a C average (GPA 2.0) for coursework in a given semester
b. 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:

a. C average (GPA 2.0) for all college work attempted at USD, and for all coursework attempted during the semester of probation
b. 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 7 days of the notification of disqualification. The appeal should set forth the reasons which would justify an extension and the specific plans for raising the GPA.

Student Load

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

The maximum student load during Intersession is four units, and the maximum student load for the summer sessions is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at USD and another college or university.

Undergraduate unit requirement for full-time and part-time enrollment:

- Full Time: 12+ units
- 3/4 Time: 9-11.5 units
- Half-Time: 6-8.5 units
- Less than Half-Time: 1-5.5 units

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 Knauss School of Business.

In the College of Arts and Sciences, where, in the judgment of the department faculty, instructor of record or department chair, the student has acquired the necessary basic proficiency to take an upper division course prior to having 45 units completed or in progress, the student may be permitted to enroll in upper division courses for upper division credit. A course may be approved through the College's curricular approval process to permit the enrollment of otherwise eligible students who do not have at least 45 units completed and in progress. For courses that do not have this approval, the student may enroll with an override from the instructor of record or department chair.

In the Knauss School of Business, upper-division business courses may be taken after a student completes 60 units. A select number of upper-division business courses may be taken after the student completes the appropriate prerequisites and 45 units. Currently, this includes the following courses: ACCT 300, ACCT 302, ACCT 306, ACCT 320, BUAN 370, BUSN 361, DSCI 300, ECON 302, ECON 304, ECON 308, ECON 310, ECON 333, ENTR 304/MGMT 304 , ENTR 310/MGMT 310, ENTR 320, ENTR 333, FINA 300, MGMT 300, MKTG 300, and REAL 320.

Students with junior or senior status and valid academic justification may take up to six units of graduate numbered courses and apply those units to their undergraduate degree as upper division units. Permission must be obtained from the student's advisor, the course instructor, the dean of the student's major field and the dean of the School/College that is offering the graduate course.

Students enrolled in a combined degree program at USD may take up to 12 units of courses that satisfy requirements for both an undergraduate and graduate degree in such a program. These courses may be numbered at the graduate or undergraduate levels and may be completed prior to the student's acceptance to the combined degree program. Graduate numbered courses will count as upper-division courses toward the undergraduate degree requirements. Undergraduate numbered courses must be taken at the upper-division level in order to satisfy graduate degree requirements. Permission to count specific courses toward degree requirements must be obtained from the student's academic advisor(s), the chairs/directors of both degree programs, and the deans of any school/college that is conferring a degree to the student. For courses that have been approved for the combined degree program, only the approval of the student's academic advisor(s) is required.

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, recommendations, a personal essay and other information the candidate provides on the application for admission.

Admission to Freshman Standing

a. Graduation from secondary school, completion of a General Education Diploma (GED) or State High School Proficiency Examination.
b. 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.
c. Academic letter of recommendation.
d. Personal essay.
e. 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 (p. 366) 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. See Exam Credits (https://www.sandiego.edu/cas/student-resources/transfer-course-exam-credits.php) for a current listing.

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 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. See Approved Exam Credits (https://www.sandiego.edu/cas/student-resources/transfer-course-exam-credits.php) for a current listing of credits awarded.

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. See Approved Exam Credits (https://www.sandiego.edu/cas/student-resources/transfer-course-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.

Application Procedure

The University of San Diego is a member of the National Association for College Admission Counseling and subscribes to the *Guide to Ethical Practice in College Admission* of that organization.

a. A candidate should complete and submit the Common Application electronically with the fee of $55 (non-refundable).
b. A candidate should ask his/her high school (and colleges, if any) to send the official transcripts to the university. Final acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
c. The applicant should arrange to have sent directly to the university the recommendation as indicated on the Common Application.

d. 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.
e. 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.
f. 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.

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).

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 Assistant Director at the Military and Veterans Program, University Center, Room 225.

Yellow Ribbon Program

The University of San Diego is a participant in the Department of Veterans Affairs: Yellow Ribbon GI Education Enhancement Program. This program provides contributions to eligible veterans, spouses and/or children with unmet tuition costs. In addition, the VA will match the USD Yellow Ribbon scholarship funds offered by USD. For more information, contact the USD Assistant Director at the Military and Veterans Program, University Center, Room 225.

VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:
• Prevent the student's enrollment;

• Assess a late penalty fee to the student;
• Require the student to secure alternative or additional funding;
• Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:
• Produce the VA Certificate of Eligibility (COE) by the first day of class;
• Provide a written request to be certified;
• Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

Should the VA not provide a complete payment on the students' behalf, the student will be responsible for all remaining costs incurred while attending school and may be subject to the same penalties and withholdings as other students who have not satisfied their tuition and fee bills to the institution. This could occur if the student has already received all of their approved benefits, as there would be no remaining entitlement.

Tuition and Fees

2023-2024 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 2023-2024; amounts for the 2024-2025 academic year have not been determined as of the date of publication.

Application Fee

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 2023-2024; amounts for the 2024-2025 academic year have not

been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2023.

Application Fee	$55

Deposit Fees

2023-2024

Advance tuition deposit for new commuter students (non-refundable)	$300
Advance tuition and room deposit for new resident students (non-refundable)	$500
Housing Cancellation Fee (minimum)	$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

* Subject to additional late cancellation fees (https://www.sandiego.edu/residential-life/documents/2023-2024%20Housing%20and%20Dining%20Terms%20and%20Conditions.pdf).

Other Required Fees

Associated Student Fees	
12 or more units, per semester	$130
7-11.5 units, per semester	$47
3-6.5 units, per semester	$10
Other Required Fees	
Student Wellness Fee, per semester	$170
Student Life Pavilion	
Full-Time	$70
Part-Time	$35
Transcripts (each)	$10
Media Fee (per semester)	$7
Miscellaneous Fees*	
Credit by Examination (per credit hour)	$160
Competency Exam Fee	$25
ID Replacement Fee	$19
Returned Check Charge	$25
Parking Fees	
Resident Permit	$375
Commuter Permit	$375
Motorcycle Permit	$60

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

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

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:

a. 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.
b. Payments begin on August 1 for the fall semester plan and on January 1 for the spring semester plan.
c. To enroll in the monthly installment plan, login to the MySanDiego (https://my.sandiego.edu/) portal, under the Torero Hub tab select "My Student Account" page.
d. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
e. In the event of a contract default, USD may refuse the student or contract buyer a subsequent installment contract.
f. 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.
g. A $50 processing fee is required upon execution of the monthly installment plan per semester.
h. Automatic deduction from a checking or savings account is available.
i. Tuition, and room and meal plan payments received are refundable in accordance with the university's published refund policy.
j. Installment payments are not available for study abroad programs, summer or intersession.

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 (https://my.sandiego.edu/) 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.

Refunds

Tuition Refund Policy

a. Fees and deposits are non-refundable.
b. Tuition is fully or partially refundable only when a student withdraws officially during the published refund withdrawal schedule (see Academic Calendar (p. 6)). 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 (p. 6)).

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 and on the Summer and Intersession (http://www.sandiego.edu/summer-intersession/) website. 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 Terms and Conditions of the Campus Housing and Dining Services Agreement (https://www.sandiego.edu/residential-life/documents/2023-2024%20Housing%20and%20Dining%20Terms%20and%20Conditions.pdf).

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 on the Summer and Intersession (http://www.sandiego.edu/summer-intersession/) website.

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). 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:

a. Dates, times and location of class reservation are announced in advance on the USD website each semester.
b. 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.

c. 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%2Fmy.sandiego.edu%2Fc%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%2Fc%2Fportal%2Flogin) portal. Failure to do so will subject the student to incur monthly interest late charges.

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

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 $6,000 and $11,500 per semester depending upon type of accommodations and/or meal plan.

Exceptions to these policies will be considered by the Director of Residential Life, 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).

Tuition

Tuition 2023 - 2024

1-11.5 units	$1,920/unit
12-18 units	$27,845/ semester
Over 18 units	$1,920/per additional unit
Auditing	$160/unit

Note: Tuition for 2024-2025 has not been determined. It is expected to increase.

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 should also apply for all of the scholarships for which they may be eligible. Scholarship resources can be found on the Scholarship website (https://www.sandiego.edu/one-stop/financial-aid/scholarships/). (https://www.sandiego.edu/admission-and-aid/scholarships.php)

A financial aid offer is designed to meet the financial need of each individual student. Each offer may consist of funding from one or more programs and can vary depending on established need and/or merit.

Eligibility Requirements

a. 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 Office of Financial Aid website (http://www.sandiego.edu/financialaid/).
b. The student must complete the appropriate application(s) – see application procedure below.
c. The student must be a United States citizen or eligible non-citizen.
d. The student must not be in default on any federal loan(s) or owe a refund on any federal grant(s).
e. Financial aid applicants must be aware that certain financial aid programs are designed to assist students who complete their degree work in a 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/or loans.
f. Certain USD funds require full-time enrollment.

Application Procedure

a. Each student must complete a Financial Aid Application. US Citizens and eligible non-citizens must complete the Free Application for Federal Student Aid (FAFSA) available at https://studentaid.gov/h/apply-for-aid/fafsa (https://studentaid.gov/h/apply-for-aid/fafsa/). Students without legal immigration status who meet California AB540 criteria must submit the California Dream Act Application available at https://www.csac.ca.gov/. Students without legal immigration status who are from outside of California must submit the USD Dream Act Application available at https://www.sandiego.edu/one-stop/forms/financial-aid.php.

b. 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.

c. 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.
d. 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 first-year applicants are considered. The Office of Undergraduate Admissions selects merit scholarship recipients. Consideration is given to high academic achievement, 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 a small number of incoming first-year students who have demonstrated academic excellence through their outstanding grades, rigorous curriculum, and outstanding record of extracurricular activity. These four year awards must be applied to university expenses. Renewal is contingent upon full-time enrollment and 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 full-time enrollment and 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 full-time enrollment and 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" Scholars

"Circle of Excellence" Scholars 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 of Excellence" scholarships are granted each year and are designed to cover the full cost of tuition, fees, on-campus housing and food for up to four years. Renewal of these scholarships is continued upon full-time enrollment and maintenance of good academic standing, attendance at "Circle of Excellence" 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 Music. While the amount of the scholarship is determined annually, it typically covers a portion of tuition and is renewable for up to four years for an undergraduate student, subject to a student maintaining a 3.00 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 Music 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.

Additional Types of Scholarships and Grants

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.

University Ministry Scholarship

The USD University Ministry Scholarship is designed to encourage and support students to grow in their faith, discern their vocation, explore ways of being in solidarity with those in need, and to be prepared to help address humanity's urgent challenges. The annual renewable scholarship is available to students who have demonstrated consistent engagement and servant leadership in their parish, school, and community. Those who receive the award will be expected to continue their engagement and servant leadership at USD through the programs offered by our University Ministry Center. The scholarship is $5,000 per year and approximately 20 students each year are selected. To be eligible, students must be admitted to the university and complete a short scholarship application.

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, have demonstrated academic achievement, and have financial need.

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 or Dream Act Application, 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.

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.

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 for which they are eligible when they apply for financial aid at USD. 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.

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 (https://www.sandiego.edu/one-stop/financial-aid/).

The Federal Direct Student Loan Program

There are two types of Federal Direct Student 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.

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 10-20 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 (https://www.sandiego.edu/one-stop/financial-aid/student-employment/), 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 on the Student Employment Center website (https://www.sandiego.edu/one-stop/financial-aid/student-employment/).

Veterans Assistance

Information is available at the Military and Veterans Program (https://www.sandiego.edu/military/), University Center, Room 225.

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.

For more information, see Student Employment (http://www.sandiego.edu/financialaid/student-employment/).

Deadlines

Most financial aid offers 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 (https://www.sandiego.edu/one-stop/financial-aid/). Students should apply for everything for which they may be eligible.

Important Deadlines

March 2 is the date by which a valid Financial Aid Application must be submitted in order to receive priority consideration for available federal, state, and USD funds for all first-year, 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 (https://www.sandiego.edu/one-stop/financial-aid/resources.php) 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 (http://www.sandiego.edu/finance/student-financial-services/).

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.

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 Department (https://www.sandiego.edu/cas/math/resources/math-center/) website.

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 Hahn University Center, Room 113. More information is available at Student Support Services (http://www.sandiego.edu/sss/) or (619) 260-4264.

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 Learning Commons, Room 203. Students may make an appointment by calling (619) 260-4581 or emailing writingcenter@sandiego.edu. For the current schedule and additional information visit The Writing Center (http://www.sandiego.edu/cas/writing/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 U.S. 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 201. For more information, call (619) 260-4598 or visit OISS (http://www.sandiego.edu/oiss/).

Black Student Resource Commons

The Black Student Resource Commons (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 TRiO 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 Commons is located in Student Life Pavilion 410. For more information go to Black Student Resource Commons (https://www.sandiego.edu/bsrc/), call (619) 260-4173 or email bsrc@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). The USD Military & Veterans Program provides student-focused services to all USD military-connected students, from their initial consideration of higher education through services when they are enrolled as students and in their transition to alumni status. USD MVP services enhance military and veteran students' abilities to achieve their higher education and career goals, effectively, from a quality institution, while using their benefits as efficiently as possible. Active duty and veteran students should contact these individuals for answers to any specific questions. For more information, go to Military and Veterans Program (https://www.sandiego.edu/military/). Those with general questions or who wish to comment on the experience at USD, may send an e-mail message to Nelson Chase, Director of the Military and Veterans Program, at military@sandiego.edu.

Career Development Center

The Career Development Center supports and guides students to develop and achieve career goals that lead to meaningful lives.

Explore

Guiding students as they explore majors and define purposeful career paths.

Learn

Teaching students how to articulate their strengths.

Connect

Providing opportunities to build professional networks.

The Career Development Center is located in Room 101 of Manchester Hall. It is open Monday-Friday, 8:30 a.m.-5 p.m. For more information, contact the office at (619) 260-4654, careers@sandiego.edu or visit the Career D (http://www.sandiego.edu/careers/)evelopment Center (http://www.sandiego.edu/careers/) website.

The Mulvaney Center for Community, Awareness and Social Action

As part of the USD Changemaker Hub, the Mulvaney Center for Community, Awareness and Social Action 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, now Mulvaney Center, 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, and 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 Mulvaney Center is located in Maher Hall, Room 218. It is open Monday-Friday, 8:30 a.m.-5 p.m., For more information, call (619) 260-4798 or visit the Mulvaney Center (https://www.sandiego.edu/mccasa/).

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, please visit Copley 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 Pardee (https://www.sandiego.edu/law/library/)Legal Research Center (http://www.sandiego.edu/law/lrc/) website. 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

As a division of Information Technology Services (ITS), Academic Technology Services (ATS) is dedicated to cultivating teaching, learning, and research through the judicious exploration, implementation and support of educational technologies. The broad range of services ATS offers to students, faculty, and staff strategically align the ITS mission and selected technologies with academic and institutional objectives.

The seven units within ATS are organized to provide specific academic technology services across our community's myriad learning environments and spaces. ATS Client Support Services includes Desktop Support Services, which distributes technical support technicians across the campus; the Help Desk, the first line of response for all hardware and software inquiries; and Student Computing Services who respond to all student computing needs (ext. 7900), help@sandiego.edu. ATS also manages the several Academic Computing Labs (ext. 2765) across campus that provide students and faculty with Windows, Macintosh and Linux computers, access to specialized programs and laptop check-out privileges. The Instructional Support Team (iTeam) is specifically dedicated to curriculum support in the classrooms, online and mobile devices. The iTeam implements and supports USD's Learning Management System (Blackboard) and the integrated plagiarism detection, collaboration, assessment and communication tools. The iTeam offers faculty instructional design services and consulting, and free training workshops to faculty/staff and students on Blackboard, Adobe, Google, Qualtrics, Microsoft and more. The iTeam also manages the implementation, piloting and adoption of emerging technologies such as the iPad Classroom Project and hires and trains talented students for the Student Technology Assistant (STA) program iteam@sandiego.edu.

Instructional Media Services (IMS) provides a digital graphic design and multimedia editing lab, audio/video production, repair and installation, media duplications, graphics design support, large poster printing and instructional media equipment checkout ims@sandiego.edu. This team is also responsible for the Campus Learning Spaces and provide classroom SMARTboards and podiums, document cameras, Apple TVs, projectors and training (ext. 4567).

Academic Technology Services is at the intersection of technology and academics at USD and continuously explores, expands and improves its service offerings to reflect the array emergent educational technologies relevant to students' teaching and learning and research and an increasingly mobile campus.

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-Thursday from 8 a.m.-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. The USD TRIO Upward Bound programs supports low-income, first-generation college students from Kearny High School and Hoover High School in their preparation for college entrance education through academic advising, tutoring, SAT preparation, college admissions and financial aid guidance and a 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 400 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, please 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 choosing the links for:

- College of Arts and Sciences (p. 71)
- Knauss School of Business (p. 293)
- School of Leadership and Education Sciences (p. 340)
- Shiley-Marcos School of Engineering (p. 366)
- Joan B. Kroc School of Peace Studies (p. 292)

College of Arts and Sciences

Administration

Noelle Norton, PhD, Dean

Stephanie M. Bernasconi, MA, Assistant Dean

Ronald S. Kaufmann, PhD, Associate Dean

Frances Nagem Kuhn, MBA, Assistant Dean

Kristin C. Moran, PhD, Associate Dean

Amanda Petersen, PhD, Associate Dean

Pauline Berryman Powell, MS, Assistant Dean

Department Chairs

Emilie Amrein, DMA, Chair, Department of Music

Jessica K. Bell, PhD, Chair, Department of Chemistry and Biochemistry

Bradley J. Bond, PhD, Chair, Department of Communication

Julia M. Cantzler, JD, PhD, Chair, Department of Anthropology

Julia M. Cantzler, JD, PhD, Department of Sociology

Casey Dominguez, PhD, Chair, Department of Political Science and International Relations

Carlton Floyd, PhD, Chair, Department of English

Russell Fuller, PhD, Chair, Department of Theology and Religious Studies

Michael Gonzalez, PhD, Chair, Department of History

Diane Hoffoss, PhD, Chair, Department of Mathematics

Anne Koenig, PhD, Chair, Department of Psychological Sciences

Sue Lowery, PhD, Chair, Department of Biology

Juliana Maxim, PhD, Chair, Department of Art, Architecture + Art History

Ryan McGorty, PhD, Chair, Department of Physics and Biophysics

Alejandro Meter, PhD, Chair, Department of Languages, Cultures and Literatures

Nate Parde, MFA, Chair, Department of Theatre

Alberto López Pulido, PhD, Chair, Department of Ethnic Studies

Nathalie Reyns, PhD, Chair, Department of Environmental and Ocean Sciences

Mark Woods, PhD, Chair, Department of Philosophy

Academic Program Directors

Ryan Abrecht, PhD, Director, Classical Studies Program

Christopher Adler, PhD, Director, Asian Studies Program

Margaret Daley, PhD, Director, Liberal Studies Program

Victoria Fu, MFA, Co-Director, Film Studies Program

Laura Getz, PhD, Director, Cognitive Science Program

Holly Hamilton-Bleakley, PhD, Director, Medieval and Renaissance Studies Program

Marcelle Maese, PhD, Director, Women’s and Gender Studies Program

Peter Mena, PhD, Director, Interdisciplinary Humanities Program

Antonieta Mercado, PhD, Director, Latin American Studies Program

Eric Pierson, PhD, Co-Director, Film Studies Program

T.J. Tallie, PhD, Director, Africana Studies Program

Jillian Tullis, PhD, Director, Biomedical Ethics Program

J. Michael Williams, JD, PhD, Director, Changemaking Program

Matt Zwolinski, PhD, Director, Philosophy, Politics and Economics Program

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:

a. Exposure to the most current information on our complex social and physical worlds
b. Cross-disciplinary integration of methods and perspectives
c. 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.

Compass Career Readiness Program

In addition to satisfying the university requirements for the bachelor's degree, each student with a major in the College of Arts and Sciences must complete the Compass Career Readiness Program. The Compass Program is designed to support students as they navigate the transition to their post-graduate life. Through the program, students will learn to recognize the connections between their interests and academic choices. They will also explore how academic experiences can be translated into career opportunities, valuable skills and professional networks. In short, Compass will enhance the student’s understanding of a USD degree by emphasizing the value of their liberal arts education and its application to their future goals.

Program Requirements: Complete 10 Compass Points

Four Core Points, which can be satisfied by:

a. Participating in an orientation after declaring the major (1 pt)
b. Attending a networking event (1 pt)
c. Attending an Articulating the Value of your Liberal Arts session (1 pt)
d. Completing the Senior Survey during the final semester at USD (1 pt)

Six Flexible Points, which can be satisfied by attending Compass Program events and/or participating in experiential education, for example, internships, research.

Student Participation in the Compass Program

- A student declares a major in the College of Arts and Sciences. After declaration, the student receives an email from the Career Development Center and the Dean's Office, welcoming them to the College and letting them know that they can complete an orientation that explains the Compass program. Transfer students may attend a Compass orientation as part of the Transfer Orientation process.
- After declaring their major, a student must complete the Compass Program requirements at least 30 days before their graduation. A student can earn up to three of the flexible points prior to declaring a major.
- Students can track their progress toward completion of the Compass Program through the MySanDiego portal.
- Students who double major only complete one USD career readiness program. Students who switch majors to a new academic unit may take their points with them.

For more information visit, Compass Career Readiness Program (http://www.sandiego.edu/cas/student-opportunities/careers/).

Africana Studies

Africana Studies is at its core a multifaceted appreciation of Black peoples, broadly construed. This includes the African continent, the wider diaspora, and African-Americans. Africana Studies borrows from a wide range of disciplines in order to discuss, describe, and debate the many contributions of Black peoples around the globe. A student who graduates from USD with a minor in Africana Studies will leave with a nuanced and interconnected understanding of Black thought, artwork, and cultural production from a variety of geographical locations and methodological approaches.

Program Director

T.J. Tallie, PhD, History

Affiliated Faculty

Steven Berkley, PhD, Psychological Sciences

Jamall Calloway, PhD, Theology and Religious Studies

Christopher Carter, PhD, Theology and Religious Studies

Carlton Floyd, PhD, English

Cory Gooding, PhD, Political Science and International Relations

Sylvie Ngilla McGraw, PhD, Languages, Cultures and Literatures

Jesse Mills, PhD, Ethnic Studies

Angela Nurse, PhD, Sociology

Eric Pierson, PhD, Communication Studies

Jillian Tullis, PhD, Communication Studies

Michele Watkins, PhD, Theology and Religious Studies

The Africana Studies Minor

18 units total, including at least 9 upper-division units. The minor requires one Africana Studies course (AFST 100 or AFST 101) and 15 units of electives from at least three different departments.

Code	Title	Units
Students are required to take the following:		
AFST 100	Fundamentals of Africana Studies I	3
or AFST 101	Fundamentals of Africana Studies II	
Select at least 15 units from the following list. Courses must be taken from at least three different departments. At least nine units must be upper-division.		15
Art, Architecture + Art History		
ARTV 410	Black Mirror: Self-Representation in the African Diaspora	
Ethnic Studies		
ETHN 220	Introduction To African-American Studies	
ETHN 321C	African American Panethnicity	
ETHN 322	African American Civil Rights	
ETHN 323	African American Music and Culture	
History		
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 172	Fundamentals of Africana Studies I	
HIST 128	African American History	
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 385	African American Women's History	
Languages, Cultures and Literatures		
FREN 322	Survey of Francophone Literature	
FREN 409	Contemporary African Francophone Theatre	
Political Science and International Relations		
POLS 305	Black Political Thought	
POLS 318	Black Politics	
Psychological Sciences		
PSYC 362	Black Families	
Theology and Religious Studies		
THRS 125	Fundamentals of Africana Studies II	
THRS 365	Black and Womanist Theologies	
THRS 377	The Theologies of Martin Luther King, Jr. & Malcolm X	
Additional courses with an Africana focus may be used to satisfy the elective requirement in the Africana Studies minor. Examples include: ENGL 230, HIST 309, POLS 494, PSYC 494, THRS 394. Consult with the AFST director for information about these and other courses.		
Total Units		**18**

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AFST 100 | FUNDAMENTALS OF AFRICANA STUDIES I
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with HIST 172.

AFST 101 | FUNDAMENTALS OF AFRICANA STUDIES II
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

AFST 294 | SPECIAL TOPICS IN AFRICANA STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity within the field of Africana Studies.

AFST 494 | SPECIAL TOPICS IN AFRICANA STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity within the field of Africana Studies.

Anthropology

Chair

Julia M. Cantzler, JD, PhD

Faculty

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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 human culture, language, history, biology, diversity, and social justice.

The major program in anthropology will provide a sound background for all humanistically-related vocations. These may include careers in health, user experience, cultural and natural resource management, administration, non-profit management, and further anthropological studies.

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 Anthropology Major

Major Requirements

Students majoring in anthropology 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

Code	Title	Units
ANTH 101	Becoming Human: Introduction to Biological Anthropology	4
or ANTH 111	Becoming Human: Introduction to Biological Anthropology with Social Justice	
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3
Total Units		**10**

Upper Division

Code	Title	Units
ANTH 300	Research Seminar	3
ANTH 349	Writing Anthropology	3
ANTH 460	Ethnographic Field Methods	3
Biological Anthropology		
Select one of the following:		3-4
ANTH 301	The Human Dead: Contemporary Perspectives on Bioarchaeology and Forensic Anthropology	
ANTH 310	Human Evolution	
ANTH 311	Monkey Business: Behavior and Ecology of Primates	
ANTH 314	Bones: Human Osteology	
ANTH 315	Modern Human Variation	
ANTH 343	The Ancient Dead: Bioarchaeology	
ANTH 411	Planet of the Great Apes 1: Behavior, Ecology and Evolution of Humankind’s Closest Extant Relatives	
ANTH 413	Planet of the Great Apes 2: Ethics of Humanity's Relationships to Other Apes	
Cultural Anthropology		
Select one of the following:		3
ANTH 320	North American Indian Cultures	
ANTH 321	California and Great Basin Indian Cultures	
ANTH 323	Southwest Indian Cultures	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 362	Piracy in the New World	
ANTH 364	Surf Culture And History	
Archaeology		
Select one of the following:		3
ANTH 330	North American Archaeology	
ANTH 331	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 390	Archaeology of the Bible	
ANTH 463	Antiquities: Who Owns the Past?	
ANTH elective courses		6
Total Units		**24-25**

The Anthropology Minor

Code	Title	Units
ANTH 101	Becoming Human: Introduction to Biological Anthropology	4
or ANTH 111	Becoming Human: Introduction to Biological Anthropology with Social Justice	
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3
Nine upper-division ANTH units		9

ANTH 101 | BECOMING HUMAN: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
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. Students may not receive credit for both ANTH 101 and ANTH 111.

ANTH 102 | INTRODUCTION TO CULTURAL ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
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 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
A discussion of the techniques and concepts used by archaeologists to understand humankind through material culture. Every semester.

ANTH 111 | BECOMING HUMAN: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY WITH SOCIAL JUSTICE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area, Domestic Diversity level 1
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, adaptation, and social justice. Social justice is woven into this course by way of examples, exercises, and content. Social justice content includes topics of a sensitive nature such as “race”, bias, societal privilege, intersectionality, anti-racism, biological sex and gender, and human sexuality, and the future of humanity. Students will consider their own positionality in terms of human evolution, modern human variation, and current society. Students may not receive credit for both ANTH 101 and ANTH 111.

ANTH 294 | SPECIAL TOPICS IN ANTHROPOLOGY
Units: 0.5-4 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 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 301 | THE HUMAN DEAD: CONTEMPORARY PERSPECTIVES ON BIOARCHAEOLOGY AND FORENSIC ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
An examination of how archaeologists, biological anthropologists, and forensic anthropologists analyze the remains of the human dead in past societies and in forensic contexts. Students will learn basic skeletal anatomy and osteological techniques (human versus non-human, age at death, minimum number of individuals, etc.), before examining remains for trauma, disease, and wear. Inferences will be made in terms of the lives and deaths of individuals. Students will also consider the interpretations we make based on our own lived experiences, and how this may influence objectivity and truth. Three field trips may be required. Students will be required to complete course content and view materials depicting traumatic and fatal interpersonal violence, mass disasters, genocides, and war crimes. It is recommended that students complete ANTH 101 or 111 before taking this class.

ANTH 310 | HUMAN EVOLUTION
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ANTH 101 or ANTH 111 or BIOL 242
This course offers an overview of the fossil evidence for human evolution. Students will become familiar with basic principles of biological classification and nomenclature and with the anatomical features characteristic of different hominin species. They will also explore methods of reconstructing behavioral attributes from skeletal and archaeological data and gain a detailed knowledge of current theoretical perspectives in palaeoanthropology.

ANTH 311 | MONKEY BUSINESS: BEHAVIOR AND ECOLOGY OF PRIMATES
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Non-Core Attributes: Lab
Prerequisites: ANTH 101 or ANTH 111 or BIOL 112 or (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L) or EOSC 112 or EOSC 123 or PSYC 101 or PSYC 230
An introduction to the study of non-human primates (prosimians, tarsiers, monkeys, and apes). This course will examine the behavior, ecology, evolution, and conservation of extant primates. The inquiry based-lab introduces methods commonly used in animal behavior, and allows students to test hypotheses within an ecological and evolutionary framework. Laboratory exercises will be conducted at the San Diego Zoo. A course in statistics is recommended but not required prior to taking this class.

ANTH 314 | BONES: HUMAN OSTEOLOGY
Units: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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. It is recommended that students take ANTH 101 or 111 or 103 before enrolling in this class.

ANTH 315 | MODERN HUMAN VARIATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
The course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, the course examines the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. These traits will be considered from a cultural and scientific perspective, and the evolutionary and cultural processes that have shaped these traits will be discussed. The course will also explore how culture can influence our understanding of human biology, and how studies of human variation have impacted society in the past and present. Strongly recommend ANTH 101 as preparation.

ANTH 316 | PRIMATE EVOLUTIONARY ANATOMY
Units: 3 Repeatability: No
The course will: a) survey the anatomy of the living primates and review different anatomical systems and behaviors across species from a structural, functional, and evolutionary perspective; b) examine aspects of the primate fossil record, including adaptations unique to our own lineage: the hominins; and c) make use of primate skeletal casts to link aspects of skeletal structure with soft tissue anatomy. Emphasis will be given to understanding the ways in which anatomy is correlated with behavior.

ANTH 317 | ZOOARCHAEOLOGY: THE ARCHAEOLOGY OF ANIMALS
Units: 4 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ANTH 101 or ANTH 103 or ANTH 111
This course focuses on theories and methods for studying animal skeletal remains from archaeological sites. Particular attention will be paid to identification and quantification of zooarchaeological material, to various cultural and natural processes that affect animal bones pre- and post-burial, and to the use of faunal remains for determining past human diets and environments.

ANTH 320 | NORTH AMERICAN INDIAN CULTURES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
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 321 | CALIFORNIA AND GREAT BASIN INDIAN CULTURES
Units: 3 Repeatability: No
An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrileño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.

ANTH 323 | SOUTHWEST INDIAN CULTURES
Units: 3 Repeatability: No
Prerequisites: ANTH 102
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 330 | NORTH AMERICAN ARCHAEOLOGY
Units: 3 Repeatability: No
Prerequisites: ANTH 103
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 331 | 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 343 | THE ANCIENT DEAD: BIOARCHAEOLOGY
Units: 3 Repeatability: No
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 349 | WRITING ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
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 362 | PIRACY IN THE NEW WORLD
Units: 3 Repeatability: No
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 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 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES
Units: 3 Repeatability: No
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.

ANTH 411 | PLANET OF THE GREAT APES 1: BEHAVIOR, ECOLOGY AND EVOLUTION OF HUMANKIND'S CLOSEST EXTANT RELATIVES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: ANTH 101 or ANTH 111 or BIOL 112 or (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L) or EOSC 112 or EOSC 123 or PSYC 101 or PSYC 230
The course examines the natural history, behavior, ecology, and life history of each of the great apes including: orangutans, gorillas, bonobos, and chimpanzees. The course will also consider conservation issues facing wild great apes, the welfare of apes in captivity, and ethical debates on ape "personhood" and other controversies of humankind's closest living relatives. Insights gathered shed light on human's shared evolutionary history with other great apes, and are applicable to the future survival of all great ape species. It is recommended that students complete ANTH 311 before taking this class.

ANTH 413 | PLANET OF THE GREAT APES 2: ETHICS OF HUMANITY'S RELATIONSHIPS TO OTHER APES
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
Prerequisites: ANTH 101 (Can be taken Concurrently) or ANTH 111 (Can be taken Concurrently) or BIOL 112 (Can be taken Concurrently) or (BIOL 240 (Can be taken Concurrently) and BIOL 240L (Can be taken Concurrently)) or (BIOL 242 (Can be taken Concurrently) and BIOL 242L (Can be taken Concurrently)) or EOSC 112 (Can be taken Concurrently) or EOSC 123 (Can be taken Concurrently) or PSYC 101 (Can be taken Concurrently) or PSYC 230 (Can be taken Concurrently)
The course examines the ethical issues affecting great apes including captivity, use in entertainment, biomedical experimentation, "personhood", behavioral research, habituation, reintroduction, eco-tourism, vaccines, and conservation, including the legacies of colonialism and colonial-style conservation. Insights gained can shed light on the morality of prioritizing the wellbeing of humans over apes (e.g., captivity, biomedical use, research, etc.), or apes over humans (e.g., "personhood", conservation conflict). It is recommended that students complete ANTH 311 before taking this class.

ANTH 420 | METHOD AND THEORY IN ARCHAEOLOGY
Units: 3 Repeatability: No
The purpose of the course is to study the theory, methods, and techniques of archaeological studies in detail. Emphasis will be on theory and analytical methods (particularly dating) but will include discussions on survey and excavation. The scientific method, including research design, will also be emphasized.

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 494 | SPECIAL TOPICS IN ANTHROPOLOGY
Units: 0.5-4 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 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential

ANTH 498 | INTERNSHIP
Units: 3
Non-Core Attributes: Experiential
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
Non-Core Attributes: Experiential
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

Chair

Juliana Maxim, PhD

Faculty

Can Bilsel, PhD

Derrick Cartwright, PhD

Adriana Cuéllar, MDes

Victoria Fu, MFA

John Halaka, MFA

Farrah Karapetian, MFA

Daniel López-Pérez, PhD

Marcel Sanchez Prieto, MArch

Matthew Rich, MFA

Shannon Starkey, PhD

Allison Wiese, MFA

Sally E. Yard, PhD

The Majors

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

Architecture

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.

The Architecture Major

Preparation for the Major

Lower-Division Courses

Code	Title	Units
ARCH 101	Introduction to Architecture Studio	4
ARCH 200	Digital Representation [1]	1
ARCH 201	Architectural Design Studio I	4
Foundations in the History and Theory of Architecture		
ARCH 121	Introduction to Modern Architecture	3
ARCH 221	Architecture and Theory since 1945	3
Lower-division course in Studio Arts		
Select one of the following:		3-4
ARTV 101	Introduction to Drawing	
ARTV 102	Introduction to Color	
ARTV 103	Introduction to Graphic Design	
ARTV 104	Introduction to Animation	
ARTV 105	Introduction to Sculpture	
ARTV 107	Introduction to Photography	
ARTV 108	Introduction to Film / Video	

THEA 220	Fundamentals of Theatrical Design	
Total Units		**18-19**

[1] Enrollment in conjunction with ARCH 201 is recommended.

Upper-Division Requirements

Code	Title	Units
Architectural Design		
ARCH 301	Architectural Design Studio II	4
ARCH 302	Architectural Design Vertical Studio	4
History and Theory of Architecture and the City		
Select three of the following:		9
ARCH 136	The Year 1500: A Global History of Art and Architecture	
ARCH 320	Money By Design: Architecture and Political Economy	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 323	Memory, Monument, Museum	
ARCH 327	Architecture and Decolonization	
ARCH 330	Special Topics in the History of Architecture and Design	
ARCH 340	Biographies of World Cities	
ARCH 350	Theories of Organicism	
ARCH 384	Seminar in Art and Architecture	
ARTV/ARCH 355	Architecture, Film & Media: The Space of the Screen	
Upper-Division Electives		
Select any two upper-division courses from ARCH, ARTH, and/or ARTV		6-8
Select any one upper-division course from ARCH, ARTH, or ARTV or the following:		3-4
EOSC 300	Environmental Issues	
EOSC 313	Geospatial Information Systems for Organizations	
EOSC 314	Introduction to GIS	
EOSC 415	Advanced GIS	
EOSC 485	Environmental Geology	
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	
HIST 343	History of Germany Since 1945	
HIST 347	Topics in Modern Europe	
HIST 390	Topics in Public History	
HIST 392	History in the Community	
HIST 393	Museum Studies and Historic Preservation	
POLS 342	Public Policy	
THEA 320	Scenic Design	
Architectural Research and Thesis		
ARCH 490	Research Studio	4
ARCH 495	Senior Thesis in Architecture	4
Total Units		**34-37**

Architecture Study Abroad

No more than a total of two study abroad courses can be counted toward Architecture major credit.

Double Majoring in Architecture and Art History or Architecture and Visual Arts

Students are allowed to double count units toward two majors within the Department of Art, Architecture + Art History in a limited manner: they must complete a total of at least 48 upper-division units in the two majors while fulfilling all of the requirements for both majors.

Recommended Program of Study, Architecture

Freshman Year

Semester I		**Units**
ARCH 101	Introduction to Architecture Studio	4
Core curriculum or electives		
Semester II		
ARCH 121	Introduction to Modern Architecture	3
Select one of the following courses:		4
ARTV 101	Introduction to Drawing	
ARTV 102	Introduction to Color	
ARTV 103	Introduction to Graphic Design	
ARTV 104	Introduction to Animation	
ARTV 105	Introduction to Sculpture	
ARTV 107	Introduction to Photography	
ARTV 108	Introduction to Film / Video	
THEA 220	Fundamentals of Theatrical Design	
Core curriculum or electives		

Sophomore Year

Semester I		
ARCH 201	Architectural Design Studio I	4
ARCH 200	Digital Representation	1
Core curriculum or electives		
Semester II		
ARCH 221	Architecture and Theory since 1945	3
Core curriculum or electives		
Semester III (Summer)		
ARCH 340	Biographies of World Cities	3
(Study Abroad course recommended but not required)		

Junior Year

Semester I		
ARCH 301	Architectural Design Studio II	4
Select one of the following courses:		3
ARCH 320	Money By Design: Architecture and Political Economy	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 323	Memory, Monument, Museum	
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 320	Money By Design: Architecture and Political Economy	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 323	Memory, Monument, Museum	
ARCH 330	Special Topics in the History of Architecture and Design	
ARCH 340	Biographies of World Cities	
Upper-division department elective (see list)		

Senior Year

Semester I

ARCH 490	Research Studio	4
Select one of the following:		3
ARCH 301	Architectural Design Studio II	
Upper-Division Department Elective		
Electives		

Semester II

ARCH 495	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 7 courses with a total of 22 units as listed below:

Code	Title	Units
Architectural Design		
ARCH 101	Introduction to Architecture Studio	4
ARCH 200	Digital Representation	1
ARCH 201	Architectural Design Studio I	4
Select one of the following:		4
ARCH 301	Architectural Design Studio II	
or		
ARCH 302	Architectural Design Vertical Studio	
History and Theory of Architecture and the City		
ARCH 121	Introduction to Modern Architecture	3
Select 6 units from the following:		6
ARCH 221	Architecture and Theory since 1945	
ARCH 320	Money By Design: Architecture and Political Economy	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 323	Memory, Monument, Museum	
ARCH 330	Special Topics in the History of Architecture and Design	
ARCH 340	Biographies of World Cities	
ARCH 355	Architecture, Film & Media: The Space of the Screen	
ARCH 384	Seminar in Art and Architecture	
Total Units		**22**

ARCH 101 | INTRODUCTION TO ARCHITECTURE STUDIO
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
An introduction to the fundamentals of the discipline of architecture. The purpose of this course is to offer, to any student, an introduction to the basic steps of design as it is done in architecture. Through a series of assignments of increasing complexity and scale, the studio explores the skills of drawing, sketching, and model building, and introduces a range of architectural ideas and issues that form the foundation of the discipline. Methods of instruction include studio work, desk critiques, tutorials and lectures.

ARCH 121 | INTRODUCTION TO MODERN ARCHITECTURE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture.

ARCH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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. Cross-listed as ARTH 136.

ARCH 200 | DIGITAL REPRESENTATION
Units: 1 Repeatability: No
Introduction to the representation processes and digital techniques in architecture as an integral part of design thinking. Students will learn the methods to develop three-dimensional constructions and the translations from three-dimensional forms and spaces into two-dimensional scaled drawings and models. This course prepares students to build design representation agility in subsequent architecture design studios.

ARCH 201 | ARCHITECTURAL DESIGN STUDIO I
Units: 4 Repeatability: No
Prerequisites: ARCH 101
In this studio, students explore and design spaces of inhabitation in terms of both form and context. A series of assignments introduce the students to the design process and conceptual thinking in 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 221 | ARCHITECTURE AND THEORY SINCE 1945
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

ARCH 294 | SPECIAL TOPICS IN ARCHITECTURE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation of select issues in architecture. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARCH 301 | ARCHITECTURAL DESIGN STUDIO II
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARCH 101 and ARCH 200 and ARCH 201
This studio course explores architecture as a cultural practice that structures both the physical and the social environment at a wide range of scales. Building on previous design studios, exercises address the integration of structure, materials, context, and historical precedent. Students can 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.) May be repeated for credit.

ARCH 302 | ARCHITECTURAL DESIGN VERTICAL STUDIO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARCH 101 and ARCH 200 and ARCH 201
This is a topics design studio that positions architecture within the larger urban territory and considers social and environmental impacts. Students will acquire research skills concerning the built and non-built environment, and explore the production of architecture within the scope of the city, landscape, or territory. 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 302 may be repeated for credit.

ARCH 310 | MATERIALITY IN ARCHITECTURE
Units: 3 Repeatability: No
Prerequisites: ARCH 101
An overview of creative uses of materials in architecture fostering imaginative applications and sound construction principles. Students will learn how to make informed choices that take into account intrinsic material properties as well as economic, environmental, and socio-cultural factors. This course supports the architectural design curriculum and reinforces students' research, drawing, fabrication, and teamwork skills.

ARCH 320 | MONEY BY DESIGN: ARCHITECTURE AND POLITICAL ECONOMY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by political economy since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward.

ARCH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 322.

ARCH 323 | MEMORY, MONUMENT, MUSEUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. ARCH 323 and ARTH 323 are cross-listed.

ARCH 325 | PRACTICUM IN ARCHITECTURE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific architectural project.

ARCH 327 | ARCHITECTURE AND DECOLONIZATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARTH 327.

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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 340.

ARCH 350 | THEORIES OF ORGANICISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

ARCH 355 | ARCHITECTURE, FILM & MEDIA: THE SPACE OF THE SCREEN
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Prerequisites: ARCH 101 with a minimum grade of D or ARTV 108 with a minimum grade of D
From the perspectives of art, architecture, film and media, this studio course explores the aesthetic techniques of how film renders physical space on a two-dimensional screen. Reading discussions, screenings and projects delineate the architectural and cinematic framing of space and time, and how mediation shapes our perception of the world. Projects consider the screen as object, surface, interface using a variety of methods and media, including architectural montage, match editing, mobile framing and flythroughs. ARCH 355 and ARTV 355 are cross-listed.

ARCH 360 | INTRODUCTION TO SPATIAL DATA ANALYSIS AND GIS
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
This course offers an introduction to Geographic Information Systems (GIS), using it as a tool to visualize, map and analyze spatial data. In a series of lectures and studio assignments students acquire data literacy, quantitative inquiry, cartography and spatial analysis skills, as well exploring how these skills can be deployed for civic engagement, and social and spatial justice. Students interested in architecture, urban design, urban planning, urban studies, public art, media arts are especially encouraged to enroll.

ARCH 384 | SEMINAR IN ART AND ARCHITECTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
Discussion, research and writing focus in-depth on topics in art and architecture that change each semester. Seminars are often taught by visiting art/architectural historians and curators and, when possible, draw on the resources of San Diego's museums, collections, and built environment.

ARCH 490 | RESEARCH STUDIO
Units: 4 Repeatability: No
Core Attributes: Oral communication competency
A research studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 495 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. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Offered in Fall only.

ARCH 494 | SPECIAL TOPICS IN ARCHITECTURE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A focused investigation of select issues in architecture, architectural design or urbanism. May be repeated for credit.

ARCH 495 | SENIOR THESIS IN ARCHITECTURE
Units: 4 Repeatability: No
Prerequisites: ARCH 301 or ARCH 302
The Senior Thesis in Architecture is a capstone studio during which students develop their technical competencies, knowledge, critical thinking and creative synthesis skills. Architecture Majors who have successfully completed ARCH 490 Research Studio are admitted to ARCH 495. The thesis is an opportunity for each student to develop an individual project and define an original position with regard to a specific aspect of the discipline. Students participate in a midterm and a final oral defense of the thesis project. ARCH 495 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)
Non-Core Attributes: Experiential
Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the work-load and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

ARCH 499 | INDEPENDENT STUDY
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

Courses in art history examine art and visual culture in their contexts: probing the intertwining of form, content and meaning; and investigating the theoretical lenses that have been enlisted to discern the import of art, architecture and material culture.

Art History majors choose one of three emphases:

1. History of Art and Architecture

2. Museum and Curatorial Practice

3. History and Theory of the Moving Image and Media Art

The Art History Major

Art History, as Donald Preziosi has written, makes "the visible legible." Over the course of their college careers, students of art history are equipped to think and write with precision about art, architecture and visual culture. Attuned to perceptual process and alert to the power of images and objects, students reason with the evidence and investigate theoretical lenses, imagining and analyzing the intertwining of form, context and content.

Art History majors can double-major in either Architecture or Visual Arts. While individual courses can count for two majors, a total of 48 upper-division units are required between the two majors. Interested students should meet with an academic advisor to plan a course of study.

Art History majors choose one of three emphases:

1. History of Art and Architecture

2. Museum and Curatorial Practice

3. History and Theory of the Moving Image and Media Art

All three emphases share Preparation for the Major, as well as Methods and Capstone sequences of courses:

Preparation for the Major

Code	Title	Units
Required Courses		
ARTH 101	Introduction to the History of Art	3
or ARTH 102	Introduction to Asian Art History	
Select one of the following:		3
ARCH/ARTH 121	Introduction to Modern Architecture	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
ARTH 144/ FILM 101	Introduction to Cinema [1]	
Two Visual Arts (ARTV) courses [2]		8
Total Units		**14**

[1] Students considering the History and Theory of the Moving Image and Media Art emphasis should take ARTH 144/FILM 101.

[2] Students in the History and Theory of the Moving Image and Media Art emphasis should select two of the following: ARTV 104, ARTV 108, ARTV 308, ARTV 320, ARTV 323, ARTV 324, ARTV 355.

History of Art and Architecture

This path offers students a robust background in the history of art and architecture, with an emphasis on modern and contemporary work. Students have the opportunity to study objects and buildings firsthand; many take up internships in USD's University Galleries and Print Study Collection, as well as in the museums and artists' spaces of San Diego.

Equipped to look critically and contextually at works of art, students are prepared to take on the onslaught of images that have come to frame our understanding of the world. Students go on to graduate programs in art history; careers in museums, artists' spaces and galleries; law school; work in art-related organizations, foundations and non-profits. Students concentrating on the History of Art and Architecture draw on the expansive and focused resources of the Department of Art, Architecture + Art History, with its compelling faculty in all three fields.

Students must complete 28 upper-division units in Art History (ARTH), including the Methods and Capstone Sequence:

Code	Title	Units
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Select seven additional upper-division Art History (ARTH) courses		21
Total Units		**28**

Please note that some courses are cross-listed and may be taken under either subject code: ARTH 144/FILM 101, ARTH 321/ARCH 321, ARTH 322/ARCH 322, ARTH 323/ARCH 323, ARTH 340/AR

Museum and Curatorial Practice

This path prepares students to think critically and proactively 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-eighteenth century to the urban interventions and cyber-exhibitions of the twenty-first century.

This concentration prepares students to pursue graduate work and careers in museums, galleries, artists' spaces, art in public places programs, and emerging online 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, New Children's Museum, and Quint Contemporary Art. Internships further afield have included: Corcoran Gallery, Washington, DC; Freer Gallery, Washington, DC; and the Whitney Museum of American Art, NY.

Prerequisites are as in the major. Students must complete 28 upper-division units in Art History (ARTH), including:

Code	Title	Units
Select at least four of the following courses, planned in consultation with the advisor:		12
ARTH/ARCH 323	Memory, Monument, Museum	
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 360	Asia Modern	
ARTH 370	Museum Studies	
ARTH 371	Curatorial Practice	
ARTH 372	Exhibition Design	
ARTH 373	Collections, Collecting, Collectors: History, Theory, Madness	
ARTH 498	Museum Internship [1]	
Select three additional upper-division Art History (ARTH) courses		9
Capstone Sequence		
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3

ARTH 495	Senior Thesis	1
Total Units		**28**

[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, Ethnic Studies, Sociology, Business, and Leadership.

History and Theory of the Moving Image and Media Art

This path focuses on time-based artistic practices, with emphasis on work made since 1960. Courses delve into experimental performance and video work; confront moving images that range from the painstaking hand-crafted animation of William Kentridge to the LED declamations of Jenny Holzer; and consider the ways that artists have operated within carefully calibrated parameters of time and space (as in the works of Ja'Tovia Gary and Ragnar Kjartannson). Students will be equipped to think critically and contextually about the moving images that have come to envelop us in the 21st century.

This emphasis prepares students to pursue graduate studies and careers in museums, galleries, artists' spaces and emerging online venues. Art history students focusing on History and Theory of the Moving Image and Media Art draw on the expansive resources of the Department of Art, Architecture + Art History and its interdisciplinary Visual Arts concentration in Film, Performance + Media Art.

Prerequisites are as in the major, but students in this emphasis must take ARTH 101 Introduction to the History of Art and ARTH 144/FILM 101 Introduction to Cinema; and their Visual Arts courses must include two of: ARTV 104: Introduction to Animation, ARTV 108: Introduction to Film/Video, MUSC/ARTH 109: Introduction to Sonic Arts, ARTV 308: Virtual Reality and 3-D Studio, ARTV 320: Topics in Film/Video, ARTV 323: Film and the Female Gender, ARTV 324: Intermediate/Advanced Film/Video, ARTV 355: Architecture, Film & Media: The Space of the Screen. Students must complete 28 upper-division units in Art History (ARTH) and Film (FILM), including:

Code	Title	Units
FILM 301	Introduction to Film Theory	3
Select at least 5 elective courses from the following:		15
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 in the 1960s and 70s	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 357	Global Film and 'Asia'	
ARTH 358	Mexican Cinema	
ARTH 494	Special Topics in Art History	
Select one additional upper-division Art History (ARTH) course		3
Capstone Sequence		
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Total Units		**28**

Art History Study Abroad

No more than a total of two study abroad courses can be counted toward Art History major credit.

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. 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.

Double Majoring in Art History and Architecture or Art History and Visual Arts

Students are allowed to double count units toward two majors within the Department of Art, Architecture + Art History in a limited manner: they must complete a total of at least 48 upper-division units in the two majors while fulfilling all of the requirements for both majors.

Recommended Program of Study, Art History

Freshman Year

Semester I		**Units**
ARTH 101 or 102	Introduction to the History of Art Introduction to Asian Art History	
or select one of the following:		3
ARCH 121	Introduction to Modern Architecture	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
ARTH 144	Introduction to Cinema	
Core curriculum or electives		12
Semester II		
ARTH 101 or 102	Introduction to the History of Art Introduction to Asian Art History	
or select one of the following:		3
ARCH 121	Introduction to Modern Architecture	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
ARTH 144	Introduction to Cinema	
Core curriculum or electives		12

Sophomore Year

Semester I	
One or two 300-level ARTH courses	3-6
One lower-division ARTV course	4
Core curriculum or electives	5-8
Semester II	
One or two 300-level ARTH courses	3-6
Core curriculum or electives	9-12

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		4
Electives		5-8

Semester II

ARTH 395	Methods in Art History (required)	3
One additional 300-level ARTH course		3
Electives		9

Senior Year

Semester I

ARTH 490	Image World/Written Word	3
One or two 300-level ARTH courses[1]		3-6
Electives		6-9

Semester II

ARTH 495	Senior Thesis	1
One or two 300-level ARTH courses		3-6
Electives		8-11

[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, including:

Code	Title	Units
Select two of the following:		6
ARTH 101	Introduction to the History of Art	
ARTH 102	Introduction to Asian Art History	
ARCH 121	Introduction to Modern Architecture	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
ARTH 144/ FILM 101	Introduction to Cinema	
Select 9 upper-division Art History units		9
Select one additional upper or lower-division Art History or Visual Arts course		3-4
Total Units		**18-19**

ARTH 101 | INTRODUCTION TO THE HISTORY OF ART
Units: 3
Core Attributes: Artistic Inquiry area
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 102 | INTRODUCTION TO ASIAN ART HISTORY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
This course is an introduction to the way ideas and practices pertaining to art have developed in the cultural traditions of Asia. We will study the historical materials through the lens of many concepts and ideas that have become integral to art historical scholarship, including material culture theory, iconography, and visual narration.

ARTH 109 | INTRODUCTION TO SONIC ARTS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Artistic Inquiry area
A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. 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 Repeatability: No
Core Attributes: Artistic Inquiry area
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: 3-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Domestic Diversity level 1
This course considers the forms and roles taken by temples as they followed the spread of Buddhism from ancient India throughout the world. Throughout the course, we will pay close attention to the ways that Buddhist communities have struggled to find a balance between tradition and acculturation. Many times over the course of history, Buddhist traditions have been adopted by converts who have interpreted it in new and distinctive ways, or else brought to new lands by people who have carried it with them from their homeland as a way of preserving their cultural heritage. How does the challenge of translating old forms into a new culture necessitate compromises of architectural style or ritual use? In addition to important temples in Asia, the course will introduce students to thriving Buddhist institutions much closer at hand, and explore diversity issues in relation to the Lao and Japanese Buddhist communities of San Diego.

ARTH 144 | INTRODUCTION TO CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

ARTH 221 | ARCHITECTURE AND THEORY SINCE 1945
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

ARTH 294 | SPECIAL TOPICS IN ART HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation of select issues in the history of art. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARTH 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

ARTH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARCH 322.

ARTH 323 | MEMORY, MONUMENT, MUSEUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe’s and America’s great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. ARCH 323 and ARTH 323 are cross-listed.

ARTH 325 | PRACTICUM IN ART HISTORY
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific art historical project.

ARTH 327 | ARCHITECTURE AND DECOLONIZATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples’ struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession’s intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/ marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California’s intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARCH 327.

ARTH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN
Units: 3
Non-Core Attributes: Writing-Pre F17 CORE
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
Core Attributes: Advanced writing competency, Artistic Inquiry area
A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

ARTH 332 | ART AND ARCHITECTURE OF NORTH AMERICA: CULTURE WARS IN THE LONG NINETEENTH CENTURY
Units: 3 Repeatability: No
This course explores a variety of representations from throughout North America starting with the late-18th and continuing through the early-20th centuries. Painting, sculpture, photography, architecture (both civic and domestic), as well as other potent forms of representation will be considered. Students will encounter a range of critical methods deployed by art historians to explain these objects. A close reading of primary sources--letters, contracts, critical accounts and other documents--that surrounded the manufacture and circulation of works of art will reveal the "culture wars" of this long nineteenth century.

ARTH 333 | MODERN ART: 1780-1920
Units: 3
Core Attributes: Advanced writing competency, Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
From World War I to the close of the Cold War, from the advent of the movies to the Internet and touch-screens, the modern world has been swept into the currents of globalization. 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-infiltrating interventions of the 2020s, 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
Core Attributes: Domestic Diversity level 1
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Repeatability: No
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 350 | THEORIES OF ORGANICISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

ARTH 354 | ART IN THE 1960S AND 70S
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
Amidst the Civil Rights movement, student activism, flower power, Feminism, the Black Art Movement, the Chicano movement, the Cold War, the war in Vietnam, art during the 1960s and 1970s broke boundaries. Defying the confines of museum and gallery walls, artists moved into the streets, blurred the borders of art and life, confronted popular culture, dematerialized their work, deployed the body in performance art, transcended objecthood in favor of experience. This was a time of radical rethinking in art as in life.

ARTH 356 | RACE, ETHNICITY, ART AND FILM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area, Domestic Diversity level 1
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 357 | GLOBAL FILM AND 'ASIA'
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course starts by examining the filmic construction of "Asia" as a category or concept that contains a multitude of places and peoples. Through lectures, texts, discussions and screenings, the course materials will help us reflect on the oppressive histories of global systems such as imperialism and capitalism in that region; the experiences and memories of everyday people to the extent we can access them through media; the stereotypes and prejudices that are captured in filmic strategies. Along with discussing assigned texts, we will screen and analyze films from Japan, China, Taiwan, India, Indonesia, South Korea, Hong Kong–alongside domestic films about "Asia." Topics of discussion also include: precarity and migration; global supply chains; imperialism/settler colonialism; environmental sustainability; and Afro-Asian solidarity, among others. Discussions, assigned written responses and papers encourage connections between the experiences of people in various parts of Asia with our own everyday identities and cultures.

ARTH 358 | MEXICAN CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
Prerequisites: ARTH 144 or FILM 101
This course offers a critical survey of Mexican cinema through a variety of contexts, including the Mexican Revolution, political and economic policies, cultural dynamics (religion, race, gender, identity), violence and insecurity, Surrealism, and migration. Course readings will situate the films within these contexts and offer multiple perspectives with which to perceive and analyze movies from (and of) Mexico. Through in-class screenings, discussions, and readings, we will examine how filmmakers have documented, commented upon, and critiqued Mexico's ideologies, histories, and societal structures.

ARTH 360 | ASIA MODERN
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Today, some of the most dynamic and noteworthy works of contemporary art are being produced by Asian artists, but how did we reach this point? What was the trajectory of modernism in Asian art, and might it offer alternative understandings of modernity? How did once-distinct artistic cultures converge to become the transnational art world of today? To what extent do regional or cultural differences still matter, now that contemporary art can reach global audiences?.

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 Repeatability: No
Core Attributes: Artistic Inquiry area
This course examines 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 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
This course will provide background knowledge as well as hands-on experience of the design of art exhibitions. We will delve into the history of art galleries, salons, and museums, and examine theoretical, ethical, and legal debates about the roles and responsibilities of those who collect and exhibit art. Each student will have the opportunity to design their own real or ideal art exhibition, and together we will collaborate in putting together a group exhibition of student work. Each project will be supported with multiple kinds of discipline-specific writing for a variety of purposes and audiences.

ARTH 373 | COLLECTIONS, COLLECTING, COLLECTORS: HISTORY, THEORY, MADNESS
Units: 3 Repeatability: No
This seminar will consider the "problem" of what it means to collect from a variety of perspectives, including historical, theoretical, and more or less speculative frameworks. Why do people seek out things and what can we possibly learn from their accumulations? Linking research and practical experience, the class will visit collections/archives in our region and will propose a work to be added to the permanent art collections of the university.

ARTH 376 | ART AT EL PRADO MUSEUM, MADRID, SPAIN
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Non-Core Attributes: International
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 SEMINAR
Units: 3 Repeatability: No
This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet constructivist experiments, the situationists, conceptual art, and more recent interventionist strategies.

ARTH 384 | SEMINAR IN ART AND ARCHITECTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Medieval Islamic Art: British Art 1500-2000; Nuclear Cinema; African-American Art; Caravaggio and Baroque Italy; Rubens and Rembrandt; Printmaking in the History of Art; Colonialism and Art History; Ends of Art: Histories of the Fin de Siècle; Soviet Art; The American Home, 1850-1950; Whitman, Warhol: Democratic Culture; Theories of Word and Image. 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 394 | SEMINAR
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism.

ARTH 395 | METHODS IN ART HISTORY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
As a capstone seminar in Art History, the course allows students to recognize, compare, and synthesize some of the key methodological and theoretical perspectives that shape the interpretation of art, and to situate these perspectives in the history of the discipline. The course is based on the close reading and discussion of key art historical texts that have influenced the development, aims, and practice of the discipline. Attention is also given to the development of Art History from its origins, closely focused on Greco-Roman and European art, through contemporary expansion to a global field with attention to racial and cultural diversity. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and learn to distinguish between different kinds of readings of artworks. This class fulfills Global Diversity Inclusion and Social Justice level 2 (FDG2 from the Core).

ARTH 490 | IMAGE WORLD/WRITTEN WORD
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
This course offers the possibility of pursuing an independent writing project in a supportive group setting. Art History majors will conceive a research project drawing on historical, theoretical, and critical strategies, and 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 494 | SPECIAL TOPICS IN ART HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A focused investigation of select issues in art history. Recent topics have included: Postcolonial and Diasporic Cinema, the Museum as Artifact, and Latin American Art.

ARTH 495 | SENIOR THESIS
Units: 1 Repeatability: No
Senior art history majors will complete the senior thesis conceived and drafted in ARTH 490 Image World/Written Word.

ARTH 496 | SENIOR THESIS
Units: 1
Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Every semester.

ARTH 498 | MUSEUM INTERNSHIP
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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 University Galleries and Hoehn Print Study Collection, the Museum of Contemporary Art San Diego, the San Diego Museum of Art, the Timken Museum, Mingei International Museum, the New Children's Museum, 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

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.

The Visual Arts Major

The Visual Arts major requires eleven 4-unit classes, three 3-unit classes, and one 1-unit class to complete. It is recommended that the student choose their classes in consultation with an advisor in the Visual Arts program within the Department of Art, Architecture + Art History.

Preparation for the Major

Code	Title	Units
Select three lower-division 4-unit courses from the following:		12
ARTV 101	Introduction to Drawing	
ARTV 102	Introduction to Color	
ARTV 103	Introduction to Graphic Design	
ARTV 104	Introduction to Animation	
ARTV 105	Introduction to Sculpture	
ARTV 107	Introduction to Photography	
ARTV 108	Introduction to Film / Video	
ARCH 101	Introduction to Architecture Studio	
Select one lower-division Art History (ARTH) course		3
Total Units		**15**

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

The Major

Code	Title	Units
Select six upper-division (300- or 400-level) 4-unit Visual Arts (ARTV) courses [1]		24
ARTH 395	Methods in Art History	3
or ARTH 490	Image World/Written Word	
Select one upper-division Art History (ARTH) course:		3
Capstone Sequence		
ARTV 395	Junior Seminar (second semester junior year)	4
ARTV 490	Senior Thesis Studio Seminar (first semester senior year)	4
ARTV 495	Senior Thesis (second semester senior year)	1
Total Units		**39**

[1] NOTE: ARTV 350 is intended for Liberal Studies majors and should not be taken by Visual Arts majors.

Concentration: Film, Performance + Media Art

Film, Performance + Media Art is the interdisciplinary study of media, art and culture, supporting a wide range of projects and practices, in partnership between the Departments of Art, Architecture + Art History, Music and Theatre. It is structured to encourage students to apply multiple media and disciplines into new forms of expression. Integrating the production of art and critical studies, the requirements are drawn from a greater ratio of history/theory courses to production courses than with the general Visual Arts Major. It is designed specifically for creative uses of media that encompass photography, film/video, sound, music, sculpture, performance and theater.

Students choosing a concentration in Film, Performance + Media Art must complete the following requirements. Please note certain courses may be counted per approval from a faculty advisor, and that certain 494 courses can count toward the major when offered.

Students choosing a concentration in Film, Performance + Media Art must complete the following requirements:

Film, Performance + Media Art: Preparation for the Major

Code	Title	Units
Students are required to take the following course:		4
ARTV 108	Introduction to Film / Video	
as well as two of the following Studio and Production courses:		6-8
ARTV 101	Introduction to Drawing	
ARTV 102	Introduction to Color	
ARTV 103	Introduction to Graphic Design	
ARTV 104	Introduction to Animation	
ARTV 105	Introduction to Sculpture	
ARTV 107	Introduction to Photography	
ARCH 101	Introduction to Architecture Studio	
THEA 220	Fundamentals of Theatrical Design	
THEA 230	Fundamentals of Acting	
as well as two of the following History and Theory courses:		6
ARTH 101	Introduction to the History of Art	
ARTH 144/ FILM 101	Introduction to Cinema	
MUSC/ARTH 109	Introduction to Sonic Arts	
Total Units		**16-18**

Film, Performance + Media Art: The Major

Code	Title	Units
Select two Film-Centered Production studio courses:		8
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Topics in Film / Video	
ARTV 323	Film and the Female Gender	
ARTV 324	Intermediate / Advanced Film / Video	
ARTV/ARCH 355	Architecture, Film & Media: The Space of the Screen	
Select two upper-division courses from the following list:		6-8
ARTV 300	Intermediate Graphic Design	
ARTV 302	Intermediate Drawing	
ARTV 304	Printmaking	
ARTV 306	Book Arts	
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Topics in Film / Video	
ARTV 323	Film and the Female Gender	
ARTV 324	Intermediate / Advanced Film / Video	
ARTV 329	Fundamentals of Painting	
ARTV 333	Interdisciplinary 2D Studio	
ARTV 344	Figure Drawing	
ARTV 353	Color Photography	
ARTV 354	Intermediate Photography	
ARTV/ARCH 355	Architecture, Film & Media: The Space of the Screen	
ARTV 356	Between Me and You: Representing the Self and the Other	
ARTV 357	Line in the Sand	
ARTV 361	Advanced Photography	
ARTV 362	Studio Photography	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 382	Public Art Studio	
ARTV 400	Advanced Graphic Design	
ARTV 403	Advanced Drawing/Painting Seminar	
ARTV 410	Black Mirror: Self-Representation in the African Diaspora	
ARTV 429	Intermediate/Advanced Painting	
ARTV 494	Special Topics in Visual Arts	
MUSC/ARTV 420	Digital Audio Composition	
MUSC/ARTV 421	Interactive Digital Music and Arts	
THEA 320	Scenic Design	
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 430	Contemporary Acting	
THEA 435	Classical Acting	
as well as select three of the following upper-division History and Theory courses.:		9
ARTH 336	History and Theory of Photography	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 357	Global Film and 'Asia'	
ARTH 358	Mexican Cinema	
ARTH 395	Methods in Art History	
ARTH 490	Image World/Written Word	
FILM 301	Introduction to Film Theory	
MUSC/ARTV 424	Art and the Soundscape	
THEA 370	Performance Studies	
Capstone Sequence		12
ARTV 395	Junior Seminar (second semester junior year)	
ARTV 490	Senior Thesis Studio Seminar (first semester senior year)	
ARTV 495	Senior Thesis (second semester senior year)	
Total Units		**35-37**

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. Certain courses not on this list also may satisfy this requirement (consult with advisor).

Visual Arts Study Abroad

The Visual Arts Program offers study abroad studio courses during the summer and intersession. Studio courses offered through USD's Visual Arts Program satisfy the Artistic Inquiry (EARI) Core requirement and count towards the Visual Arts major or minor. Study abroad studio courses have included: Drawing in

London: Meditations on the History of Visual Culture Through the Art of a City. (ARTV 101, 302, 403); and Visualizing Jamaica Through the Practice of Drawing (ARTV 101).

No more than a total of two study abroad courses offered through USD affiliated institutions can be counted towards the Visual Arts major or minor. Please discuss study abroad opportunities with your advisor.

Double Majoring in Visual Arts and Architecture or Visual Arts and Art History

Students are allowed to double count units toward two majors within the Department of Art, Architecture + Art History in a limited manner: they must complete a total of at least 48 upper-division units in the two majors while fulfilling all of the requirements for both majors.

Recommended Program of Study, Visual Arts Majors

First Year

Semester I		**Units**
Select one lower-division 4-unit course from the following:		
ARTV 101	Introduction to Drawing	4
ARTV 102	Introduction to Color	4
ARTV 103	Introduction to Graphic Design	4
ARTV 104	Introduction to Animation	4
ARTV 105	Introduction to Sculpture	4
ARTV 107	Introduction to Photography	4
ARTV 108	Introduction to Film / Video	4
ARCH 101	Introduction to Architecture Studio	4
Core or electives		11-12

Semester II

Select one lower-division 4-unit course from the following:		
ARTV 101	Introduction to Drawing	4
ARTV 102	Introduction to Color	4
ARTV 103	Introduction to Graphic Design	4
ARTV 104	Introduction to Animation	4
ARTV 105	Introduction to Sculpture	4
ARTV 107	Introduction to Photography	4
ARTV 108	Introduction to Film / Video	4
ARCH 101	Introduction to Architecture Studio	4
Select one lower-division Art History (ARTH) class		3
Core or electives		8-9

Sophomore Year

Semester I

Select one lower-division 4-unit course from the following:		
ARTV 101	Introduction to Drawing	4
ARTV 102	Introduction to Color	4
ARTV 103	Introduction to Graphic Design	4
ARTV 104	Introduction to Animation	4
ARTV 105	Introduction to Sculpture	4
ARTV 107	Introduction to Photography	4
ARTV 108	Introduction to Film / Video	4
ARCH 101	Introduction to Architecture Studio	4
Core or electives		11-12

Semester II

Upper-division ARTV electives		4-8
Upper-division ARTH elective		3
Core or electives		

Junior Year

Semester I

Upper-division ARTV electives		4-8
Upper-division ARTH elective		3
Core or electives		

Semester II

ARTV 395	Junior Seminar	4
Upper-division ARTV electives		4-8
Core or electives		

Senior Year

Semester I

ARTV 490	Senior Thesis Studio Seminar	4
Upper-division ARTV electives		4-8
Core or electives		

Semester II

ARTV 495	Senior Thesis	1
Upper-division ARTV Electives		4-8
Core or electives		

The Visual Arts Minor

It is recommended that the student choose their classes in consultation with an advisor in the Visual Arts program within the Department of Art, Architecture + Art History.

Code	Title	Units
Select two lower-division Visual Arts (ARTV) courses (8 units)		8
Select one lower-division Art History (ARTH) course (3 units)		3
Select two upper-division Visual Arts (ARTV) courses (8 units)		8
Select one upper-division Art History (ARTH) course (3 units)		3

ARTV 101 | INTRODUCTION TO DRAWING
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 102 | INTRODUCTION TO COLOR
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
In this studio course, students create color-based art projects in a variety of media through directed assignments. Studio projects are supplemented by lectures, readings, and discussions on the theory and history of color and its applied uses in contemporary art and design. Topics may include the science of color and its industrial production; cultural connotations of color; strategies and color techniques used by artists.

ARTV 103 | INTRODUCTION TO GRAPHIC DESIGN
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 graphic design. Every semester.

ARTV 104 | INTRODUCTION TO ANIMATION
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
This introductory course provides a technical and conceptual framework for strategies of animation. Operating as both a lecture and production course, students critically examine essential theory and mechanics of the discipline of animation through discussion of contemporary examples, texts, guest lectures and journals. Students bring to life a series of projects which offer a foundation in a range of methodologies within traditional, object-based as well as computer animation.

ARTV 105 | INTRODUCTION TO SCULPTURE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
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 cultural production through technical exercises, studio projects, critiques, slide lectures, readings, and discussions. Every semester.

ARTV 107 | INTRODUCTION TO PHOTOGRAPHY
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
This course guides students to discover the way they see and establishes core relationships to formal and conceptual photographic principles through lectures and studio practice. Students develop bodies of work using department equipment and the analog black and white lab, and must purchase materials as required. Lab fee required.

ARTV 108 | INTRODUCTION TO FILM / VIDEO
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
Students learn to produce, shoot and edit individual video projects through directed assignments using video equipment and editing software. Class discussions of related texts and screenings of experimental films examine the concept of time in contemporary art and film. Every semester.

ARTV 294 | SPECIAL TOPICS IN VISUAL ARTS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation in a studio setting of select issues in the visual arts. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARTV 300 | INTERMEDIATE GRAPHIC DESIGN
Units: 4 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 graphic design. May be repeated for credit. Fall semester.

ARTV 302 | INTERMEDIATE DRAWING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 | PRINTMAKING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 101
Basic techniques and expressive possibilities of intaglio and relief printmaking including etching, drypoint, aquatint, soft ground, and woodcut. Various methods of printmaking will be introduced. Equal emphasis will be placed on creative image making and craftsmanship. May be repeated for credit.

ARTV 306 | BOOK ARTS
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
Terminology, tools, materials, and reproduction processes related to the making of books; multi cultural, historical, and contemporary book structures; and development of content in the form of image and text. This course is designed as an interdisciplinary exploration for students in graphic, fine, and applied art disciplines, and students from other departments such as creative writing, history, and the sciences. Each artist will be encouraged to apply her/his own particular skills to this time-based, interactive, and multifaceted form. In this context, we will converse about issues and techniques that expand our current knowledge and expressive concerns.

ARTV 308 | VIRTUAL REALITY AND 3D STUDIO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
In this course, students use cameras, lighting equipment, digital rendering, animation software and video game development tools to produce projects working with 3D modeling, scanning, visualization, animation and interaction design, as well as interactive Augmented Reality and Virtual Reality experiences. Students respond to critical texts and screenings in class discussions to gain a foundational introduction to the use of these technologies and their conceptual strategies.

ARTV 320 | TOPICS IN FILM / VIDEO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 104 or ARTV 108 or ARTV 308 or ARTV 324 or ARTV 355
This topics course is designed for the intermediate to advanced film/video student. Highlighting specific techniques in camerawork and editing, assignments ask students create individual video projects using cinematic strategies of the moving image that are explored in class screenings, texts and discussions.

ARTV 323 | FILM AND THE FEMALE GENDER
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Domestic Diversity level 1
Prerequisites: ARTV 105
This studio praxis course examines representations of female gender in cinema and artists' films. Screenings, readings and discusssions demonstrate how films are not neutral in presentation of gender--in neither form nor content. Cinema, using specific techniques to produce a dynamic of power through vision and image, has historically privileged a position of heteronormative male desire. In the studio production portion of the course, these techniques are examined as strategies that can be deconstructed, revised and reimagined in individual projects to challenge and question these dynamics. Along with examples of films that are alternatives to this model, readings and discussions help students understand femininity and gender as constructs, and provide cultural and societal contexts to screened works. Text discussions, screenings and individual art projects delineate the framing of the female gender within a cinematic context—and ultimately, explore the relationship between cinema, subjectivity, identity and the body.

ARTV 324 | INTERMEDIATE / ADVANCED FILM / VIDEO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 104 or ARTV 108 or ARTV 308 or ARTV 320 or ARTV 355
This course is designed for the student with intermediate or advanced technical, conceptual and aesthetic grasp of time-based media. Students create individual film or video projects in a group workshop setting and also are provided one-on-one guidance from the instructor. May be repeated for credit.

ARTV 325 | PRACTICUM IN VISUAL ARTS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific project in the visual arts.

ARTV 329 | FUNDAMENTALS OF PAINTING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 333 | INTERDISCIPLINARY 2D STUDIO
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
In this studio course, students experiment with a wide range of materials, processes and strategies to create individual two-dimensional compositions. Students are prompted to explore material, conceptual, and disciplinary boundaries of the two-dimensional visual field through class exercises, and individual assignments. Choice of media can include a range of traditional painting, drawing or printmaking materials, as well as those photographic and digital in nature. Image presentations, discussions, field trips, readings and critiques will provide a framework for contextualizing students' studio-based projects.

ARTV 344 | FIGURE DRAWING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will investigate the function and practice of art education in various contexts: schools, museums, and community arts organizations. Students will explore how art education functions in these environments to foster constructivist learning, visual literacy, community-building, and/or social transformation. In addition to classroom projects, readings, slide presentations, and discussions, we will be using local resources for field-learning and exploration. Art fundamentals is for liberal studies majors only and should not be taken by ARTV majors or minors.

ARTV 353 | COLOR PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 107
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 | INTERMEDIATE PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 107
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 355 | ARCHITECTURE, FILM & MEDIA: THE SPACE OF THE SCREEN
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Prerequisites: ARCH 101 or ARTV 108
From the perspectives of art, architecture, film and media, this studio course explores the aesthetic techniques of how film renders physical space on a two-dimensional screen. Reading discussions, screenings and projects delineate the architectural and cinematic framing of space and time, and how mediation shapes our perception of the world. Projects consider the screen as object, surface, interface using a variety of methods and media, including architectural montage, match editing, mobile framing and flythroughs. ARCH 355 and ARTV 355 are cross-listed.

ARTV 356 | BETWEEN ME AND YOU: REPRESENTING THE SELF AND THE OTHER
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
A major question of early 21st century artmaking and its display has been the privileges and responsibilities that come of representation. Who is enabled to depict whom, or who is engaged in the process of deciding what gets shown where are often invisible hierarchies. Informed practice in this field begins with an awareness of oneself and one's relationship to those outside of oneself, as well as of the context in which one brings a project. This course guides students to consider issues in representing the self, the other, and communities with which an author does or doesn't identify. Studio practice is grounded in photography and supported by reading and viewership. The items viewed and considered will be interdisciplinary and both local and global in scope, including film, literature, and social media.

ARTV 357 | LINE IN THE SAND
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 2
A boundary is a question. What is it? Who put it there? How does it influence those who exist on either side of it? Is one side privileged over the other because of the origin story of the boundary? Is that privilege visible or neutralized? Is oppression a necessary condition of boundaries? Where does the boundary end in real space or in imagined identities? How does it change over time? Importantly for this class, how do photographic and literary depictions reflect and influence stasis and change, privilege and oppression, and the very capacity to describe one's own condition? This class will use literature and lens-based mediums to trace depictions of boundaries and borders, and will provide students the opportunity to both analyze existing representations and create their own. We will initially focus on the U.S./Mexico border on which we live and work, but we will also complicate the notion of the "boundary" by examining borders present in situations that go beyond notions of the nation-state. Students will work on an integrated project that describes the border most relevant to their own identities and imaginations, drawing on resources from the disciplines of literature and photography.

ARTV 361 | ADVANCED PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 354
Studio course for students' advanced photographic practice in the context of group critique and individualized research. Students have access to department equipment and labs, must purchase materials as per the needs of their projects, and are encouraged to purchase equipment as well.

ARTV 362 | STUDIO PHOTOGRAPHY
Units: 4 Repeatability: No
Prerequisites: ARTV 107
This course introduces the use of advanced studio equipment to create photographic work in controlled environments. Lighting techniques are demonstrated and applied in a series of photographic exercises of both tabletop and portraiture. Digital cameras and electronic flash are used to attain control of design, composition, contrast and color temperature. The course covers the history of studio practices as well as aspects of perception and content with an emphasis on technical mastery of photography studio equipment.

ARTV 369 | INTERMEDIATE / ADVANCED SCULPTURE
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
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: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 382 | PUBLIC ART STUDIO
Units: 4 Repeatability: No
This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art and more recent interventionist strategies.

ARTV 395 | JUNIOR SEMINAR
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Junior Seminar is an association (or blending) of methods and discourse to further the advancing art major's understanding of how research and 'making things' are key components to a working discipline. Further, the course material will be used to help develop work in their chosen areas, or to help establish a work ethic as an enrichment of their personal "voice" and potential growth in their conceptual awareness. This course may be considered as a perspective in their ongoing development and research with a deep emphasis on experimentation. Using a mixture of art historical research, cross-disciplinary investigation, a deeper understanding of what our department of art offers and a wide range of experimental exercises in various mediums we will focus on theme development, research techniques, and studio practice.

ARTV 400 | ADVANCED GRAPHIC DESIGN
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 graphic design. 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: 4 Repeatability: Yes (Can be repeated for Credit)
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. (fall semester).

ARTV 410 | BLACK MIRROR: SELF-REPRESENTATION IN THE AFRICAN DIASPORA
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
Prerequisites: ARTV 100 or ARTH 100 or ARCH 100 or AFST 100
This class takes African diasporic creative production since the onset of photography in three phases. First we look at publications made by black authors for black audiences to guide the fabrication of our own journal construct. The content of this first phase is guided by the question framing W.E.B. Du Bois' and Alain Locke's argument regarding art and propaganda. Next, we look at Pan-African Surrealist practices, try out some of these practices; this phase is guided by questions of identity and exoticisation begged by the Nardal sisters, Suzanne Cesaire, and Egypt's Art + Liberty group. Third, we ask the question framed by Frederick Douglass and bell hooks regarding why a community might represent itself, and look at and make portraiture informed by examples from multiple 19th-21st century black studios, stars, and collectives. We will work on creative assignments to process and take as canon what historical black diasporic practices have to teach. This is a studio course that relies on your engagement with reading and research. No prior formal experience with photography is necessary, but a willingness to make, critique, and be critiqued is required. This course satisfies an upper level visual arts requirement towards the major or minor.

ARTV 420 | DIGITAL AUDIO COMPOSITION
Units: 3 Repeatability: No
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 Ableton Live 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 Repeatability: No
Core Attributes: Advanced Integration
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: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 329
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 490 | SENIOR THESIS STUDIO SEMINAR
Units: 4 Repeatability: No
Core Attributes: Oral communication competency
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 494 | SPECIAL TOPICS IN VISUAL ARTS
Units: 0.5-4 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
Units: 1 Repeatability: No
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 496 | SENIOR THESIS
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 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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

Program Director

Christopher Adler, PhD, Music

Affiliated Faculty

Bahar Davary, PhD, Theology and Religious Studies

Kokila Doshi, PhD, Economics

Koonyong Kim, PhD, English

Kacie Miura, PhD, Political Science and International Relations

Vidya Nadkarni, PhD, Political Science and International Relations

Jessica Patterson, PhD, Art, Architecture + Art History

Ann Pirruccello, PhD, Philosophy

Thomas E. Reifer, PhD, Sociology

Yi Sun, PhD, Music

Hiroko Takagi, PhD, Languages, Cultures and Literatures

Karma Lekshe Tsomo, PhD, Theology and Religious Studies

Mei Yang, PhD, Languages, Cultures and Literatures

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, languages, religions, cultures, arts, politics and societies. The curriculum prepares students to be global citizens by helping them develop a nuanced and sophisticated understanding of Asian countries and their peoples, and a holistic understanding of Asia and its pivotal role in an increasingly globalized world.

The minor includes an option that involves intensive study in an Asian language at USD, an option for heritage speakers and those fluent in any Asian language, as well as an option that does not require an Asian language.

Minor Requirements

Option I

Four semesters (12 units) of Asian language study at the college or university level and three courses (nine units), including a minimum of two disciplines, from the upper-division Asian studies courses listed under option III.

Option II

Fourth semester competency in an Asian language and four courses (12 units), including a minimum of two disciplines, from the upper-division Asian studies courses listed under option III.

Option III

Code	Title	Units
18 units, including six units of lower-division courses, from		6
ARTH 102	Introduction to Asian Art History	
ARTH 140	The Buddhist Temple	
ASIA 194	Topics in Asian Studies	
HIST 130	East Asia in Transformation	
MUSC 141	Music and Culture in Asia	
PHIL 175	Asian Philosophy	
THRS 112	Introduction to World Religions	
and 12 units of upper-division courses from a minimum of two academic disciplines, from		12
ARTH 357	Global Film and 'Asia'	
ARTH 360	Asia Modern	
ARTH 361	Chinoiserie and Japonisme	
ASIA 494	Topics in Asian Studies	
CHIN 303	Media Chinese: Internet, Television and Film	
CHIN 320	Fables and Idioms: Classic Chinese	
CHIN 347	Chinese Cinema:Postsocialism and Modernity	
ECON 337	Economic Development of Asia	
ETHN 355	Asian American Social Movements	
HIST 364	Topics in Asian History	
HIST 365	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
JAPN 301	Conversation and Composition	
JAPN 302	Contemporary Japan: Culture, Politics and Society	
MUSC 340	Topics in World Music	
MUSC 357	Gamelan Ensemble	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
PHIL 476	Studies in Asian Philosophy	
POLS 358	Politics in South Asia	
POLS 368	Politics in China	
THEA 360	Theatre History 1	
THEA 362	Theatre History 2	
THRS 312	The Hindu Tradition	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 318	Islam, Women and Literature	
Total Units		**18**

Other courses related to Asia, including study abroad courses, may also qualify for the minor under any of these options. Please contact the director for approval. Under all three options, a minimum of six upper-division units must be taken on the USD campus.

ASIA 194 | TOPICS IN ASIAN STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)

ASIA 494 | TOPICS IN ASIAN STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)

Behavioral Neuroscience

Please see Behavioral Neuroscience (p. 265).

Biochemistry

See Chemistry and Biochemistry (p. 107).

Biology

Chair

Mary Sue Lowery, PhD

Faculty

Lisa A.M. Baird, PhD

Kate S. Boersma, PhD

Carla Y. Bonilla, PhD

Nicole Danos, PhD

Hugh I. Ellis, PhD

Arietta Fleming-Davies, PhD

Richard J. Gonzalez, PhD

Adam S. Haberman, PhD

Valerie S. Hohman, PhD

Curtis M. Loer, PhD

Michael S. Mayer, PhD

Geoffrey E. Morse, PhD

Marjorie L. Patrick, PhD

Cawa Tran, PhD

The Department of Biology offers a program that provides a thorough preparation for graduate or professional school, the laboratory training necessary for entry into advanced programs in biotechnology, or a supplement to other major studies needing 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 inquiry and creativity. 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 their 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 and 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.

Interested in Teaching?

Students interested in earning a Single Subject Teaching Credential for teaching at the middle or high school level may elect the Certificate in Secondary Education, which will also assist them and their advisor in tracking the required coursework. Interested students should contact the Liberal Studies Program Director for information.

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 their own with faculty supervision. Either of these options can earn upper division biology units (BIOL 496 (http://catalogs.sandiego.edu/search/?P=BIOL%20496)) 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 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 Comparative Anatomy of Vertebrates (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 advisors 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 330), Cell Physiology with Lab (BIOL 480 & BIOL 480L), Immunology (BIOL 484), Microbiology (BIOL 342), Animal Development (BIOL 376), and Biostatistics (BIOL 301). Addition of Biochemistry (CHEM 331) and Biochemistry Laboratory (CHEM 435) should also be considered. Students with an interest in physiology should also consider taking 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 participating in 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), and Biological Oceanography (BIOL 451). 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 (EOSC 314) and (EOSC 415). All students pursuing an EE path should take Biostatistics (BIOL 301). Biology majors pursuing this emphasis can meet their Research Experience requirement by engaging in research in the lab of a Biology or Environmental and Ocean 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 451) are recommended. Students with an interest in marine biology should also consider including courses from the Environmental and Ocean Sciences (EOSC) Department to complement their foundation in general biology. This program also offers a major in Environmental and Ocean Sciences, with a pathway in Marine Ecology. A minor in Environmental and Ocean Sciences 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 engaging in research in the lab of a Biology or EOSC faculty member with a research program in this area, or in the lab of an off-campus researcher through our internship program.

The Biology Major

Preparation for the Major

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution 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
MATH 130	Survey of Calculus	3-4
or MATH 150	Calculus I	
or MATH 151	Calculus II	
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4
Total Units		**31-32**

Major Requirements

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

Code	Title	Units
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	Research Project	
BIOL 491	Science in the Public Domain	
BIOL 496	Research [2]	
BIOL 498	Research Internship [2]	
Upper Division Electives		**14-15**
Total Units		28

[1] following completion of the Research Experience

[2] BIOL 496 Research for three units over at least two semesters or BIOL 498 Research Internship 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 (the Research Experience does not 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		Units
LLC Class		3
Select one of the following:		4
BIOL 240 & 240L	Bioenergetics and Systems	
BIOL 242 & 242L	Genomes and Evolution	
Select one of the following:		3-4
CHEM 151 & 151L	General Chemistry I	
MATH 130 or 150	Survey of Calculus Calculus I	
CC or electives		3-4
Semester II		
Select one of the following:		4
BIOL 240 & 240L	Bioenergetics and Systems	
BIOL 242 & 242L	Genomes and Evolution	
Select one of the following:		3-4

CHEM 152 & 152L	General Chemistry II	
MATH 130 or 150	Survey of Calculus Calculus I	
CC or electives		3-6
Sophomore Year		
Semester I		
Select one or two of the following:		3
BIOL 300	Genetics	
BIOL 305	Ecology	
BIOL 309	Research Methods	
Select one of the following:		4
CHEM 151 & 151L	General Chemistry I	
CHEM 301 & 301L	Organic Chemistry I	
CC or electives		6-9
Semester II		
Select two of the following:		5-6
BIOL 300	Genetics	
BIOL 305	Ecology	
BIOL 309	Research Methods	
CHEM 152 & 152L	General Chemistry II	4
CC or electives		3-6
Junior Year		
Semester I		
BIOL electives		4-8
PHYS 136 & 136L	General Physics I	4
CC or electives		3-6
Semester II		
BIOL electives		4-8
PHYS 137 & 137L	General Physics II	4
CC or electives		3-6
Senior Year		
Semester I		
Select one or both of the following:		2-8
BIOL 495	Biology Capstone Seminar	
BIOL electives		
CC or electives		3-6
Semester II		
Select one or both of the following:		2-8
BIOL 495	Biology Capstone Seminar	
BIOL electives		
CC or electives		3-6

The Biology Minor

Minimum Requirements

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
10 units of upper division Biology that must include:		
BIOL 300	Genetics	3
and/or		
BIOL 305	Ecology	3

Note: All upper-division biology courses require BIOL 300 or BIOL 305 or both as prerequisites; 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.

BIOL 000 | TOPICS
Units: 1-4

BIOL 110 | LIFE SCIENCE FOR EDUCATORS
Units: 3
Non-Core Attributes: Life Science-Pre F17 CORE
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: 3-4
Non-Core Attributes: Lab
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: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, including a possible overnight trip to the desert.

BIOL 113 | PLANTS AND PEOPLE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
What are the major ways that plants and plant products contribute to human life and how have humans modified plants and their environments? Biology 113, Plants and People, is a one-semester course (Science and Technological Inquiry Core Area) that endeavors to answer these questions. It is about humans and their knowledge, uses, and abuses of plants. The biology of plants is considered from a scientific viewpoint; drawing on topics of anatomy, morphology, physiology, ecology, evolution, taxonomy, and biotechnology. The basis of this course is science literacy, defined as citizen-level fluency for comprehending the process through which science's way of knowing brings understanding of the natural world. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

BIOL 114 | TOPICS IN HUMAN BIOLOGY WITH LAB
Units: 3
Non-Core Attributes: Life Science-Pre F17 CORE
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
Non-Core Attributes: Life Science-Pre F17 CORE
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 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS
Units: 3
A laboratory/lecture/discussion class inthe general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

BIOL 117 | INTEGRATING INDIGENOUS AND WESTERN SCIENCE
Units: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Lab
Biology 117, Integrating Indigenous and Western Science, is a one-semester course that meets Science and Technological Inquiry (STI) and Diversity Inclusion & Social Justice I (DISJ) core areas. General biological concepts are considered from a western scientific viewpoint, while concurrently engaging Indigenous ways of being in relationship with the natural world. The course includes a service-learning component with Community Partners. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

BIOL 118 | PEOPLES, PLAGUES AND MICROBES
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
An introduction to the infectious microbes that have caused major plagues throughout human history. This non-majors course will examine epidemics that have decimated populations across entire continents and consider the resulting reverberations that continue to shape modern society. Special attention will be devoted to the evolution of pathogenic microbes that cause infectious disease. The laboratory experience will train students in microscopy and aseptic techniques while providing an opportunity to apply the scientific method in a study of microorganisms.

BIOL 120 | LIFE-CHANGING BIOLOGY
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Why can science be life-changing? In this course, we will explore topics in biology that can have a big impact on our lives, including COVID-19, forensics, cancer, and race. We will delve into these topics through the lens that science is an evolving process instead of a collection of facts. To put science into practice, you will also join real scientists and fellow students around the globe in search of new antibiotics for our world. Throughout the semester, we will build critical thinking skills, so you can leave this course better prepared to discern what is true for yourself while navigating the noisy world of science in the news and social media. This course satisfies the core requirement for Explorations in Scientific and Technological Inquiry (ESTI) and the core attribute of Quantitative Reasoning (CQUR).

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.

BIOL 214 | MEDICAL MICROBIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L)
This course is designed to be an introduction to microbiology for students working towards health-related professions. Fundamentals of microbiology, including Bacteriology, Virology, Mycology (fungi), and Parasitology (protozoa) will be covered, with an emphasis on human pathogens. Topics will include, but are not limited to bacterial structure, physiology and metabolism, bacterial pathogenesis and virulence, normal flora of the human body, immunology, methods of diagnosing and treating infections, viruses including influenza and HIV, and epidemiology. The laboratory portion of the class will focus on aseptic technique, inoculation and maintenance of cultures, microscopy, and identifying bacteria through both culture-based and molecular methods. Does not fulfill ESTI.

BIOL 240 | BIOENERGETICS AND SYSTEMS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. Lecture topics will include cellular respiration and photosynthesis, organismal physiology and locomotion, and ecological interactions. Concurrent registration in 240L is strongly recommended, and required for Core credit. Offered every semester.

BIOL 240L | BIOENERGETICS AND SYSTEMS LABORATORY
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. The laboratory will include inquiry into the mechanisms of physiology, including testing novel hypotheses concerning bioenergetics. Concurrent registration in 240 is strongly recommended, and required for Core credit. Offered every semester.

BIOL 242 | GENOMES AND EVOLUTION
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. Lecture topics will include the use and change of hereditary information in DNA, the mechanisms of evolution, and the relationships among major groups of organisms. Concurrent registration in 242L is strongly recommended, and required for Core credit. Offered every semester.

BIOL 242L | GENOMES AND EVOLUTION LABORATORY
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. The laboratory will include inquiry into the structure and function of DNA, and testing hypotheses of evolution and phylogeny. Concurrent registration in 242 is strongly recommended, and is required for Core credit. Offered every semester.

BIOL 294 | SPECIAL TOPICS IN BIOLOGY
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in Biology.

BIOL 300 | GENETICS
Units: 3 Repeatability: No
Prerequisites: (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L) and (CHEM 151 and CHEM 151L)
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
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 Repeatability: No
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
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. Environmental and Ocean Sciences majors may substitute EOSC 301 for BIOL 305.

BIOL 309 | RESEARCH METHODS
Units: 2 Repeatability: No
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
Development of basic methods and skills common to all research in Biology. Topics include use of literature, hypothesis formation and hypothesis testing with statistical inference, and critical evaluation of data. Offered every semester.

BIOL 310 | EVOLUTION
Units: 3 Repeatability: No
Prerequisites: BIOL 300 and (BIOL 305 or EOSC 301)
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 | COMPARATIVE ANATOMY OF VERTEBRATES
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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 330 | TECHNIQUES IN MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 242 and BIOL 242L
An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

BIOL 332 | BIOCHEMISTRY II
Units: 3
Prerequisites: CHEM 331
This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

BIOL 340 | DESERT BIOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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. Two hours of lecture and two laboratories weekly.

BIOL 342 | MICROBIOLOGY
Units: 4 Repeatability: No
Prerequisites: 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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 347 | AVIAN BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
An introduction to the biology of birds, including their evolution, physiology (particularly those areas associated with flight), vocalizations, navigation, reproduction, and ecology including conservation. The laboratory will include several field trips (including one overnight trip to the mountains and desert) for bird identification and will include a project designed by the student. Three hours of lecture and one laboratory weekly.

BIOL 348 | INSECT BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Prerequisites: 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 377 | PHYSIOLOGY OF SPORTS
Units: 3 Repeatability: No
Prerequisites: BIOL 300
This course will examine how the physiology of humans can be challenged by different athletic sports. The principles that underlie the functioning of each physiological system (e.g. muscle, neural, cardiovascular, respiratory, metabolism, etc) will be discussed. Students will identify a sport that truly challenges these physiological systems and will examine the primary literature regarding each system. Students will also examine the impact of training, nutrition, performance, etc. on the physiology of the athlete in a given sport. This course will also take an integrative approach by examining the response and regulation of these physiological systems from the level of the gene to the whole organism.

BIOL 416 | POPULATION BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (BIOL 305 or EOSC 301) and (MATH 130 or MATH 150 or MATH 151)
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 300 and (BIOL 309 or EOSC 301)
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 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Cross-listed as EOSC 438. Students may not receive credit for taking both BIOL 438 and BIOL 439 or for taking both BIOL 438 and PSYC 344.

BIOL 439 | ANIMAL BEHAVIORAL ECOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Cross-listed as EOSC 439. Students may not receive credit for taking both BIOL 439 and BIOL 438 or BIOL 439 and PSYC 344.

BIOL 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from BIOL 440/EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both BIOL 440 and EOSC 440 or BIOL 440 and MATH 440.

BIOL 444 | ECOLOGY AND EVOLUTION OF INFECTIOUS DISEASE
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or BIOL 301
This course will focus on fundamental topics in the ecology and evolution of infectious disease, including epidemiological Susceptible-Infected-Recovered (SIR) type models, the basic reproductive ratio R0, vaccination and herd immunity, heterogeneity in host resistance, and the evolution of virulence.Examples will be taken from the primary scientific literature across human, wildlife and plant diseases. Labs will include a mix of computer-based labs working with epidemiological mathematical models; laboratory experiments using model organisms such as mosquitoes; and field labs surveying local plant and wildlife diseases. Students will also complete a semester-long project modeling an infectious disease of their choice. Experience using the software R would be helpful, but no mathematical or programming knowledge is required, and any math content will be introduced as needed.

BIOL 451 | BIOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: BIOL 309 or EOSC 301
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 EOSC 451.

BIOL 462 | BIOLOGY OF FISHES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301 (Can be taken Concurrently)) or BIOL 305
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. Three hours of lecture and one laboratory per week. Cross-listed with EOSC 462.

BIOL 465 | MARINE MAMMALS
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305
An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. Cross-listed with EOSC 465.

BIOL 472 | PLANT PHYSIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 and CHEM 151 and CHEM 152
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 weekly.

BIOL 472L | PLANT PHYSIOLOGY LAB
Units: 1 Repeatability: No
Prerequisites: BIOL 300 and CHEM 151 and CHEM 152
Corequisites: BIOL 472
A laboratory investigation of the topics introduced in the Plant Physiology lecture. Coregistration in BIOL 472 is required.

BIOL 477 | INVERTEBRATE PHYSIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 300
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 Repeatability: No
Prerequisites: BIOL 300 and CHEM 301
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 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: BIOL 300
Corequisites: BIOL 478
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 Repeatability: No
Prerequisites: BIOL 300 and CHEM 301
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 LAB
Units: 1 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: BIOL 300
Corequisites: BIOL 480
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 481 | CANCER: BIOLOGY AND SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: BIOL 300
This course provides an introduction to the basic characteristics of normal vs. cancerous tissue, examining the genetic and cellular changes that occur during the progression of cancer. The course also examines the disparities in cancer progression among individuals, as it relates to socioeconomic status, race and ethnicity.

BIOL 482 | MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Prerequisites: 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 483 | EMERGING ISSUES IN GENETICS
Units: 3 Repeatability: No
Prerequisites: BIOL 300
This course considers the science of emerging and advancing technologies in the field of genetics and the ethical issues they raise. Current events are often incorporated. Fall semester.

BIOL 484 | IMMUNOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 300
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 | RESEARCH PROJECT
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: BIOL 300 and BIOL 305 and BIOL 309 with a minimum grade of C-
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 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement, Undergraduate Research
Prerequisites: BIOL 309 with a minimum grade of C-
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 | SPECIAL TOPICS IN BIOLOGY
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: 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 Repeatability: No
Core Attributes: Oral communication competency
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: 1-4 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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. Total credit in BIOL 496 is limited to four units.

BIOL 497 | TECHNIQUES IN BIOLOGY
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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. Total credit in BIOL 497 is limited to two units.

BIOL 498 | RESEARCH INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Undergraduate Research
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. Total credit in BIOL 498 is limited to three units.

Biomedical Ethics

Program Director

Jillian Tullis, PhD, Communication

Affiliated Faculty

Brian Clack, PhD, Philosophy

Adam Haberman, PhD, Biology

Gary Jones, JD, PhD, MPH, Philosophy

Jonathan Mack, PhD, Hahn School of Nursing and Health Science

Emily Reimer-Barry, PhD, Theology and Religious Studies

Laura Rivard, PhD, Biology

Mark Woods, PhD, Philosophy

The minor in Biomedical Ethics is designed to introduce students to ethical issues that arise in health care and health care research. The minor is an interdisciplinary program that consolidates course offerings from the Departments of Biology, Ethnic Studies, Philosophy, Psychological Sciences, and Sociology in the College of Arts and Sciences, and from the School of Business and School of Nursing.

Biomedical Ethics is a relatively new and fast-growing discipline. Students electing the minor are required to have a basic background of biology coursework, and will take a curriculum that includes 18 credit hours, beginning with a course on basic ideas and concepts in Biomedical Ethics, followed by a choice of other relevant humanities courses. The minor will be suitable for students in almost any major, especially students pursuing further academic work or careers in medicine, law, the health or life sciences, health policy and administration, informatics or forensics.

The Biomedical Ethics Minor

18 Units - Including 6 upper division units with GPA 2.0 or higher and grade of C- or better, 4 upper division units must be taken at USD. Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and CORE Curriculum requirements.

Code	Title	Units
Needs:		
PHIL 331	Biomedical Ethics	3
Ethics Course (select one from the following):		**3**
PHIL 335	Death and Dying	
PHIL 346	Public Health Ethics	
THRS 330	Reproductive Justice and Catholic Theological Ethics	
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 332	HIV/AIDS and Christian Ethics	
Biological Course (select one from the following):		**3-4**
ANTH 101	Becoming Human: Introduction to Biological Anthropology	
ANTH 111	Becoming Human: Introduction to Biological Anthropology with Social Justice	
BIOL 114	Topics in Human Biology with Lab	
BIOL 115	Physiology of Exercise with Lab	
BIOL 118	Peoples, Plagues and Microbes	
BIOL 240	Bioenergetics and Systems	
BIOL 242	Genomes and Evolution	
Elective Courses (select 9 upper-division units from the following):		**9**
ANTH 413	Planet of the Great Apes 2: Ethics of Humanity's Relationships to Other Apes	
BIOL 483	Emerging Issues in Genetics	
COMM 340	Health Communication	
COMM 440	End of Life Communication Issues	
ETHN 332	American Indian Health and Spirituality	
HCIN 541	Introduction to Health Care Delivery Systems	
MKTG 435	Business of Healthcare	
PSYC 354	Behavior Disorders of Childhood	
PHIL 335	Death and Dying	
PHIL 346	Public Health Ethics	
PSYC 355	Abnormal Psychology	
PSYC 357	Health Psychology	
PSYC 359	Health Psychology of Women and Ethnic Groups	
SOCI 315	Health and Society	
THRS 330	Reproductive Justice and Catholic Theological Ethics	
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 332	HIV/AIDS and Christian Ethics	
Total Units		**18-19**

Additional courses may be used to satisfy the elective requirement in the Biomedical Ethics minor, if the focus is biomedical in nature. Examples include: BIOL 494, COMM 494, MKTG 494, PHIL 334. Consult the Program Director for information about these courses.

Biophysics

See Biophysics (p. 234)

Changemaking

Program Director

J. Michael Williams, JD, PhD, Political Science and International Relations

Affiliated Faculty

Julia Miller Cantzler, JD, PhD, Sociology

Austin Fitzpatrick, PhD, Peace Studies

Cheryl Getz, EdD, Leadership Studies

Ronald S. Kaufmann, PhD, Environmental and Ocean Sciences

Moriah Meyskens, PhD, Management

Lisa Nunn, PhD, Sociology

Emily Reimer-Barry, PhD, Theology and Religious Studies

Necla Tschirgi, PhD, Peace Studies

The Changemaking minor provides students with a range of knowledge, perspectives, methodologies, and skills that will equip them well to make positive social change and to be engaged, active members of their communities. One of the goals of the minor is to provide a curriculum for students to critically understand and implement social change projects. We want our students to not only develop innovative approaches to existing problems, but we also want them to develop a deep understanding of the systemic roots of these issues, as well as the ability to empathize with others. In addition, we want our students to recognize that the most urgent challenges facing our communities today are ones that impact all of us and that we are all interconnected not only with respect to the challenges but with respect to the ways of addressing them as well. Because the most important and complex issues in the 21st century will require an interdisciplinary approach, in order to effectively address them, this minor provides students with classroom and practical experiences that span different schools, units, and departments at the University of San Diego.

The Changemaking Minor

Code	Title	Units
9 Lower Division Units		
CHNG 101	Introduction to Changemaking	3
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
Select one of:		3
SOCI 210	Social Justice	
SOCI 270	Law and Social Justice	
THRS 231	Christian Changemakers	
9-10 Upper Division Units		
ENTR 312	Global Social Entrepreneurship	3
or ENTR 310	Innovation and Design Thinking	
Elective		3-4
Consult Program Director for course options.		
CHNG 495	Changemaking Capstone	3
Total Units		**18-19**

CHNG 101 | INTRODUCTION TO CHANGEMAKING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1
This course introduces students to ways in which individuals all over the world address social and environmental issues and their attempts to create solutions that are “more sustainable and just” than what existed. Students will gain knowledge of social innovations led by a variety of changemakers, who have sought to catalyze positive social transformations in different spheres of action across the world. The focus lies on individuals and groups with innovative endeavors and on the process for the implementation of their vision. It explores the passion, courage, empathy, and flexibility of changemakers. Questions addressed are: What motivates changemakers to pursue their visions, sometimes with relentless energy and refusing to take no for an answer? How do they navigate the process of social innovation in their own culture and in other cultures? Who do they involve in the process of achieving transformative and systematic social change? What is their personal journey?.

CHNG 294 | SPECIAL TOPICS IN CHANGEMAKING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity, offered through USD's Changemaker Hub.

CHNG 394 | SPECIAL TOPICS IN CHANGEMAKING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity, offered through USD's Changemaker Hub.

CHNG 495 | CHANGEMAKING CAPSTONE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: CHNG 101 and LEAD 160 and (SOCI 210D or SOCI 270 or THRS 231) and MGMT 312
The purpose of this course is to provide students with the opportunity to create a specific course of action to address a challenging social issue. There are four objectives of the Changemaking Capstone course. First, it provides students with the opportunity to gain practical experience with changemaking in a real-world setting. Second, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the minor. Third, it offers students the opportunity to collaborate with other students, faculty, and changemakers outside of USD on their projects. And fourth, it requires students to create an original project that addresses a social issue at USD or in another community.

CHNG 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 and obtain the signatures of the Director of the Changemaking Minor and the faculty supervisor prior to registering for the course.

Chemistry and Biochemistry

Chair

Jessica K. Bell, PhD

Associate Chair

Timothy B. Clark, PhD

Faculty

Anthony J. Bell, PhD

Lauren B. Benz, PhD

James P. Bolender, PhD

Christopher J. A. Daley, PhD

David O. De Haan, PhD

Tammy J. Dwyer, PhD

Eleanor I. Gillette, PhD

Jeremy Kua, PhD

Thomas R. Herrinton, PhD

Peter M. Iovine, PhD

Mitchell R. Malachowski, PhD

Joseph Provost, PhD

Joan G. Schellinger, PhD

The Department of Chemistry and Biochemistry enjoys a solid reputation for providing high quality education, conducting outstanding research with faculty who strive to be the best teachers mentors for our students.

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 science and technology 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.

Another professional scientific society, the American Society for Biochemistry and Molecular Biology (ASBMB) has also recognized our biochemistry program accrediting the department and the biochemistry major. Students who wish can have their degree certified by the ASBMB with a national test.

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), 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.

Our students continue their education at prestigious graduate and medical programs throughout the country. Recent graduates have entered doctoral programs at universities such as University of California, Los Angeles, Cal Tech, MIT, Vanderbilt, Johns Hopkins, Yale and Scripps Research Institute. Other recent graduates have entered medical or pharmacy programs at institutions such as Creighton University, Thomas Jefferson University and many in the University of California system. Many of our graduates enter the workforce starting interesting and exciting careers in chemistry and biochemistry. Some of the recent companies include organizations like Pfizer, Proctor and Gamble, Pharmatek and Genomics Foundation of Novartis, to name just a few.

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, biomedical programs, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

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 240, BIOL 240L, BIOL 242, BIOL 242L. The current MCAT requires additional courses recommended by the Director of Pre-Health Advising.

Biochemistry

Students who study biochemistry will experience the chemistry and molecular nature of living things. Biochemistry majors will learn the information and energy flow of cells and organisms, structure and function of biological molecules and how cells do their business.

The Biochemistry major is a dynamic mixture of foundational chemistry and biology courses and a unique mixture of advanced specialized biochemistry classes to give our students a chance to experiment in biochemistry and learn about the chemical properties of biological molecules and systems. Students in the biochemistry major are well prepared for careers in biochemistry, entry into

the top graduate programs across the nation and are ready for medical school and other health professions. The biochemistry program is recognized by both the American Chemical Society (ACS) and the American Society for Biochemistry and Molecular Biology (ASBMB). Students earning a biochemistry major can have their degree certified by both the ACS and the ASBMB with the appropriate coursework.

Because biochemistry is a diverse field, students in this major are exposed to advanced biochemistry topics with additional options in chemistry, biology, biochemistry or physics. Our new hybrid laboratory course, Molecular Biology Techniques and other courses ensure our students are ready for jobs, graduate research and careers in the medical field.

The Biochemistry Major

Preparation for the Major

Code	Title	Units
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
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	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
Total Units		**35**

Major Requirements

Code	Title	Units
BIOL 300	Genetics	3
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 330	Techniques in Molecular Biology	3
CHEM 311	Physical Chemistry I	3
or CHEM 312	Physical Chemistry II	
CHEM 331	Biochemistry	3
CHEM 332	Biochemistry II	3
CHEM 396	Methods of Chemical Research	1.5
Select one elective - see note below for list		3
CHEM 435	Biochemistry Laboratory	4
Total Units		**31.5**

Electives may be chosen from upper-division chemistry courses or from the following list of restricted electives in biology and biophysics: BIOL 342, BIOL 376, BIOL 480, BIOL 482 or BIOL 484 or PHYS 340.

Majors must complete 31.5 units of upper division coursework in chemistry or the approved restricted electives. CHEM 496 or CHEM 498 may not be applied toward the 31.5 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.

All USD biochemistry majors can attain certification or certification with distinction from ASBMB on their degree by completing the national ASBMB certification exam. To obtain a second certification from the ACS, biochemistry majors must complete CHEM 440, select one upper division chemistry course (as either the elective or an additional course) and complete a research report with their research mentor.

Recommended Program of Study: Biochemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. The major is recognized and certified by the American Biochemistry and Molecular Biology Society (ASBMB) as described. Students intending to obtain an ACS-certified degree must take CHEM 440 and submit a final research report. 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		**Units**
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150[1]	Calculus I	4
BIOL 240 & 240L	Bioenergetics and Systems (Or BIOL 242 with lab)	4
Core or electives		4-5
Semester II		
CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
BIOL 242 & 242L	Genomes and Evolution (Or BIOL 240 with lab)	4
Core or electives		3-4
Sophomore Year		
Semester I		
CHEM 301 & 301L	Organic Chemistry I	4
CHEM 220	Analytical Chemistry	3
CHEM 396	Methods of Chemical Research	1.5
Core or electives		4-5
Semester II		
CHEM 302 & 302L	Organic Chemistry II	4
PHYS 270 & 270L	Introduction to Mechanics	4
BIOL 300	Genetics	3
Core or electives		4-5
Junior Year		
Semester I		
CHEM 330	Techniques in Molecular Biology	3
CHEM 331	Biochemistry	3

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
Core or electives		6-9
Semester II		
CHEM 312	Physical Chemistry II (or CHEM 311 in Fall Senior Year)	3
CHEM 332	Biochemistry II	3
Core or electives		6-9
Senior Year		
Semester I		
CHEM 311	Physical Chemistry I (Or CHEM 312 in Spring Junior Year)	3
CHEM 435	Biochemistry Laboratory	4
Core or electives		6-9
Semester II		
UD CHEM, BIOL of PHYS elective		3-4
Core or electives		8-12

1 Students who do not place into calculus should take MATH 115, followed by MATH 150 and MATH 151.

2 CHEM 396 may be completed in either semester of the second or third year of study. This requirement is independent of completing research hours.

3 Students must complete 100 hours of research. This can be accomplished by taking CHEM 496, CHEM 498, or other options during the summer. Check with your advisor as soon as possible to create the optimal plan.

Courses

CHEM 101 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
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.

CHEM 102 | SCIENCE OF FOOD & COOKING
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

CHEM 103 | DNA SCIENCE AND TECHNOLOGY
Units: 3 Repeatability: No
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.

CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

CHEM 111 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

CHEM 112 | SCIENCE VS. WICKED PROBLEMS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Science vs. Wicked Problems focuses on the chemistry of the challenges and problems that face a sustainable thriving environment. This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Science vs. Wicked Problems is a topics coursed designed for the non-science major with a focus on the chemistry approach to understanding sustainability, green chemistry, and chemical causes and solutions of climate change while introducing foundational concepts in chemistry from a molecular prospective. No prior knowledge of chemistry is assumed. Using a variety of active-learning approaches including hands-on activities, students will learn the principles of chemical environmental sustainability and how they relate to chemistry, social justice, and resource limitations. Students will investigate the molecular changes that take place in the production of energy, food and commercial goods, and transportation. Topics may include: making green chemistry approaches of synthesis and waste, other re-use /recycling strategies, minimizing greenhouse gas emissions, making water safe to drink, avoiding air pollution, and eco-development options. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate how to transform the way we live into something more sustainable. Two hours of lecture per week and one four hour lab every other week.

CHEM 113 | APPLICATIONS OF SCIENCE AND TECHNOLOGY IN OUR EVERYDAY WORLD
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Applications of Science and Technology in Our World is a topics course offering a chance to study a variety of modern approaches involving chemistry in our modern world. No prior knowledge of chemistry is needed for this course. Topics include a range of interesting ways chemistry impacts our modern world: Chemistry of Art and Color, Chemistry in Sports, Biochemistry of Drugs and Medicine, Science of Toxicology, Chemistry of Beer and others. Each course will integrate hands-on laboratory experiences where students will interpret modern question in chemistry, conduct inquiry-based laboratories, and design experiments to teach the scientific method, learn the approaches of chemistry in our everyday world and investigate the important and interesting aspects of each topics course.

CHEM 151 | GENERAL CHEMISTRY I
Units: 3-4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year) 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 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
Prerequisites: CHEM 151 and CHEM 151L and CHEM 152L (Can be taken Concurrently)
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 152L | GENERAL CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 151 and CHEM 151L
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 Repeatability: No
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 294 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Rotating courses with various chemical and biochemical topics. Can be repeated for credit when topic changes.

CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH
Units: 1-2
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.

CHEM 301 | ORGANIC CHEMISTRY I
Units: 3 Repeatability: No
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.

CHEM 301L | ORGANIC CHEMISTRY I LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 152 and CHEM 152L
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.

CHEM 302 | ORGANIC CHEMISTRY II
Units: 3 Repeatability: No
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.

CHEM 302L | ORGANIC CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 301 and CHEM 301L
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.

CHEM 311 | PHYSICAL CHEMISTRY I
Units: 3 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 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 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)
This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 242 and BIOL 242L
An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

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 332 | BIOCHEMISTRY II
Units: 3 Repeatability: No
Prerequisites: CHEM 331
This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

CHEM 355 | ENVIRONMENTAL CHEMISTRY
Units: 3 Repeatability: No
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. One lecture and one laboratory weekly. Every other spring semester.

CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Non-Core Attributes: International
Prerequisites: CHEM 152 and CHEM 152L
An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

CHEM 396 | METHODS OF CHEMICAL RESEARCH
Units: 1.5 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)
Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

CHEM 422 | PHYSICAL METHODS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)
An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

CHEM 424 | ADVANCED SYNTHESIS LABORATORY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)
An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

CHEM 427 | BIOPHYSICAL CHEMISTRY
Units: 4 Repeatability: No
Prerequisites: CHEM 331
This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems. Every other spring semester.

CHEM 435 | BIOCHEMISTRY LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 330 or BIOL 330
An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA 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 440 | INORGANIC CHEMISTRY
Units: 3 Repeatability: No
Prerequisites: CHEM 302
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: 1-4 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: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Honors
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.

CHEM 498 | RESEARCH INTERNSHIP
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: CHEM 151 and CHEM 151L
This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology 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.

Chemistry

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.

Program

The chemistry program provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal arts education. The major is designed to give students both the theoretical bases of the discipline and extensive hands-on experience testing hypotheses in the laboratory. We also offer courses that fulfill the science and technology 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 programs, has approved USD's chemistry curriculum. All chemistry majors earn an ACS-certified degree.

Our faculty provide dynamic classroom and teaching laboratory experiences where students are active participants in the learning process. From your first experience in general chemistry to your last semester in upper-division course and laboratory work our faculty continuously improve how to provide a meaningful and rigorous delivery of interesting and challenging chemistry courses.

Upper division courses are a sequence of integrated laboratory/lecture courses in instrumental methods/physical chemistry, inorganic/organic synthetic methods, and biochemistry. This allows each student to be exposed to an interesting mix of chemistry concepts and techniques making them competitive for professional school and qualified candidates in the job market.

USD's chemistry program is designed to qualify students for: admission to graduate school in chemistry; positions as chemists in the workforce; admission to medical, dental and pharmacy schools; or secondary teaching.

The Chemistry Major

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 Major

In addition to 32.5 units of upper-division work in chemistry, students must complete of 100 hours of faculty-directed research and CHEM 396. Electives may be chosen from other chemistry and biochemistry courses for which prerequisites have been met. Students completing the chemistry major curriculum also earn an American Chemical Society-certified degree.

CHEM 496 or CHEM 498 may not be applied toward the 32.5 unit requirement. Those planning for graduate work in chemistry are recommended to take additional upper-division electives in chemistry, mathematics or physics depending on the area of interest.

Preparation for the Major

Code	Title	Units
CHEM 151	General Chemistry I	3
CHEM 151L	General Chemistry I Laboratory	1
CHEM 152	General Chemistry II	3
CHEM 152L	General Chemistry II Laboratory	1
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
Total Units		**27**

Major Requirements

Code	Title	Units
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 396	Methods of Chemical Research	1.5
CHEM 422	Physical Methods	4
CHEM 424	Advanced Synthesis Laboratory	4
CHEM 440	Inorganic Chemistry	3
Select One Upper Division Chemistry Elective		3
Total Units		**32.5**

Recommended Program of Study

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. Students who are pre-professional should contact their advisor and the health professions advisor early in their studies to ensure all prerequisites are met.

Freshman Year

Semester I		Units
CHEM 151 & 151L	General Chemistry I	4-5
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
CHEM 396	Methods of Chemical Research	1.5
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
Core or electives		6-9

Senior Year

Semester I		
CHEM 422	Physical Methods	4
CHEM 331 or 440	Biochemistry Inorganic Chemistry	3
Core or electives		6-9
Semester II		
CHEM 424	Advanced Synthesis Laboratory	4
UD CHEM elective		3
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 396 may be completed in either semester of the second or third year of study. This requirement is independent of completing research hours.
3 Students must complete 100 hours of research. This can be accomplished by taking CHEM 496, CHEM 498, or other options during the summer. Check with your advisor as soon as possible to create the optimal plan.

The Chemistry Minor

Code	Title	Units
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.

CHEM 101 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
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.

CHEM 102 | SCIENCE OF FOOD & COOKING
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

CHEM 103 | DNA SCIENCE AND TECHNOLOGY
Units: 3 Repeatability: No
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.

CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

CHEM 111 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

CHEM 112 | SCIENCE VS. WICKED PROBLEMS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Science vs. Wicked Problems focuses on the chemistry of the challenges and problems that face a sustainable thriving environment. This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Science vs. Wicked Problems is a topics coursed designed for the non-science major with a focus on the chemistry approach to understanding sustainability, green chemistry, and chemical causes and solutions of climate change while introducing foundational concepts in chemistry from a molecular prospective. No prior knowledge of chemistry is assumed. Using a variety of active-learning approaches including hands-on activities, students will learn the principles of chemical environmental sustainability and how they relate to chemistry, social justice, and resource limitations. Students will investigate the molecular changes that take place in the production of energy, food and commercial goods, and transportation. Topics may include: making green chemistry approaches of synthesis and waste, other re-use /recycling strategies, minimizing greenhouse gas emissions, making water safe to drink, avoiding air pollution, and eco-development options. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate how to transform the way we live into something more sustainable. Two hours of lecture per week and one four hour lab every other week.

CHEM 113 | APPLICATIONS OF SCIENCE AND TECHNOLOGY IN OUR EVERYDAY WORLD
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Applications of Science and Technology in Our World is a topics course offering a chance to study a variety of modern approaches involving chemistry in our modern world. No prior knowledge of chemistry is needed for this course. Topics include a range of interesting ways chemistry impacts our modern world: Chemistry of Art and Color, Chemistry in Sports, Biochemistry of Drugs and Medicine, Science of Toxicology, Chemistry of Beer and others. Each course will integrate hands-on laboratory experiences where students will interpret modern question in chemistry, conduct inquiry-based laboratories, and design experiments to teach the scientific method, learn the approaches of chemistry in our everyday world and investigate the important and interesting aspects of each topics course.

CHEM 151 | GENERAL CHEMISTRY I
Units: 3-4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year) 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 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
Prerequisites: CHEM 151 and CHEM 151L and CHEM 152L (Can be taken Concurrently)
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 152L | GENERAL CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 151 and CHEM 151L
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 Repeatability: No
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 294 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Rotating courses with various chemical and biochemical topics. Can be repeated for credit when topic changes.

CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH
Units: 1-2
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.

CHEM 301 | ORGANIC CHEMISTRY I
Units: 3 Repeatability: No
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.

CHEM 301L | ORGANIC CHEMISTRY I LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 152 and CHEM 152L
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.

CHEM 302 | ORGANIC CHEMISTRY II
Units: 3 Repeatability: No
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.

CHEM 302L | ORGANIC CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 301 and CHEM 301L
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.

CHEM 311 | PHYSICAL CHEMISTRY I
Units: 3 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 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 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)
This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 242 and BIOL 242L
An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

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 332 | BIOCHEMISTRY II
Units: 3 Repeatability: No
Prerequisites: CHEM 331
This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

CHEM 355 | ENVIRONMENTAL CHEMISTRY
Units: 3 Repeatability: No
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. One lecture and one laboratory weekly. Every other spring semester.

CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Non-Core Attributes: International
Prerequisites: CHEM 152 and CHEM 152L
An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

CHEM 396 | METHODS OF CHEMICAL RESEARCH
Units: 1.5 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)
Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

CHEM 422 | PHYSICAL METHODS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)
An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

CHEM 424 | ADVANCED SYNTHESIS LABORATORY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)
An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

CHEM 427 | BIOPHYSICAL CHEMISTRY
Units: 4 Repeatability: No
Prerequisites: CHEM 331
This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems. Every other spring semester.

CHEM 435 | BIOCHEMISTRY LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 330 or BIOL 330
An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA 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 440 | INORGANIC CHEMISTRY
Units: 3 Repeatability: No
Prerequisites: CHEM 302
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: 1-4 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: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Honors
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.

CHEM 498 | RESEARCH INTERNSHIP
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: CHEM 151 and CHEM 151L
This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology 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.

Classical Studies

Program Director

Ryan Abrecht, PhD, History

Affiliated Faculty

Maura Giles-Watson, PhD, English

Timothy Wyman McCarty, PhD, Political Science and International Relations

Peter Mena, PhD, Theology and Religious Studies

Santiago Rubio-Fernaz, PhD, Languages, Cultures and Literatures

Monica Stufft, PhD, Theater

Andrew Tirrell, JD, MALD, PhD, Political Science and International Relations

Darby Vickers, PhD, Philosophy

The Classical Studies Minor

The classical world was the crucible in which Christianity and the western artistic, literary, philosophical, and political traditions were formed. The classical studies minor is an interdisciplinary academic program that provides students with an opportunity to supplement their major with a structured and directed program of study in the histories, religions, cultures, languages, and societies of Greco-Roman antiquity. It is designed to help students develop a nuanced and sophisticated understanding of the Greek, Hellenistic, and Roman civilizations of the Mediterranean (ca. 750 BC–ca. AD 500), and in so doing to enrich their understanding of themselves, their major, and the Catholic tradition.

Requirements

There are two options for fulfilling the Classical Studies Minor, the first of which focuses on ancient languages and the second of which focuses on ancient history and culture.

Option 1 (18 units total):

- 12 units in Greek or Latin
- 6 elective units in Classical Studies courses (upper-division) from a minimum of two academic disciplines

Students enrolled in Option 1 primarily study Ancient Greek or Latin, beginning with the fundamentals of grammar and syntax and eventually developing the ability to read the works of classical writers like Homer, Plato, Caesar, or Cicero in their original languages.

Latin is the ancestor of all the Romance languages (Italian, Spanish, French, Portuguese, and Romanian) and provides the root for around 60% of English words. The quintessential language of oratory in Roman times, Latin evolved into a scholarly language used to expound theological and scientific ideas into the modern period. Today, virtually all legal vocabulary comes from Latin, and several studies have indicated that studying Latin can lead to higher scores on standardized tests such as the GRE or the LSAT.

Ancient Greek is of course the ancestor of modern Greek, but was also the common tongue for much of the classical world for centuries, from the conquests of Alexander the Great to the rise of Islam. Some of the most fascinating works of literature, philosophy, and political theory that the classical world produced were written in Greek; it is also the original language of the Christian New Testament. Most medical and scientific terminology used today derives from Greek, and students of the language similarly tend to score well on standardized tests such as the GRE or MCAT.

Option 2 (18 units total):

- 6-9 lower-division units
- 9-12 upper-division units from a minimum of two academic disciplines

Students enrolled in Option 2 study the history and literature of Greece and Rome in English translation. Courses come from a range of departments including English, History, Philosophy, Political Science, and Theology and Religious Studies.

Studying classical culture is a highly interdisciplinary practice. Classicists read ancient texts, examine surviving buildings and artifacts uncovered by archaeologists, and engage with the work of modern scholars who analyze and interpret these ancient primary sources. In addition to studying literature and art, politics and history, students of ancient Greece and Rome tackle issues such as race, gender, sexuality, slavery, religion, the meaning of myths, the purpose of law, and the ability of individuals to shape the course of history through their successes or failures.

Students of Greco-Roman culture also consider the influence of antiquity on the modern world, from the founding of the United States to the Olympic Games to the plots of popular novels like *Percy Jackson* and *The Hunger Games.* Classics, in short, not only illuminates the past, but demonstrates how relevant the past remains to the present.

Code	Title	Units
Lower-division: [1]		**9-6**
ARTH 133	Introduction to Art History I	
GREK 101	First Semester Greek	
GREK 102	Second Semester Greek	
GREK 201	Third Semester Greek	
GREK 202	Fourth Semester Greek	

HIST 102	The Ancient World	
LATN 101	First Semester Latin	
LATN 102	Second Semester Latin	
LATN 201	Third Semester Latin	
LATN 202	Fourth Semester Latin	
LATN 147	The Invention of Love in Roman Literature	
PHIL 270	History of Ancient Philosophy	
Upper-division: [1]		**9-12**
GREK 499	Independent Study	
HIST 311	Greek Civilization	
HIST 312	Roman Civilization	
HIST 321	The Fall of the Roman Empire	
LATN 499	Independent Study	
PHIL 470	Studies in Ancient Philosophy	
POLS 301	Political Thought:Ancient to Modern	
POLS 347	Culture & Environmental Politics	
THRS 353	Early Christianities	
THRS 372	Women, Gender, and Christianity in the Ancient World	
THRS 388	The World of the Bible	
HNRS 338	Plagues, Politics, and Preservation: The Environment in the Ancient World	
HNRS 339	Plagues, Politics, and Preservation: The Environment in the Ancient World	
Total Units		**18**

[1] Additional courses may be used to satisfy requirements in the Classical Studies minor, if the focus is appropriate. Examples include: HIST 155, ENGL 220, ENGL 228, ENGL 311, PHIL 116, PHIL 336, POLS 100, and POLS 300. Consult the Program Director for information about these courses.

Cognitive Science

Program Director

Laura Getz, PhD, Psychological Sciences

Affiliated Faculty

Sara Appleton-Knapp, PhD, Psychological Sciences

Rachel Blaser, PhD, Psychological Sciences

Bradley Chase, PhD, Industrial and Systems Engineering

Veronica Galvan, PhD, Psychological Sciences

Tyler Hower, PhD, Philosophy

Marilynn Johnson, PhD, Philosophy

Jennifer Olsen, PhD, Computer Science

Daniel Tigard, PhD, Philosophy

Darby Vickers, PhD, Philosophy

Cognitive Science is the scientific study of minds and brains–be they human or animal, real or artificial. Cognitive Science researchers study how people, non-human animals, and computers perceive, learn, remember, and act. Examples of the sorts of questions cognitive scientists work toward answering include: Do animals and computers "think" like humans do? What is the fundamental nature of consciousness? How does it arise from material substances? Does the mind extend beyond the brain? To what extent can mathematical and computer systems model cognitive and neural phenomena? How can we design systems, artifacts, and tools to expand how people think?

Cognitive Science is inherently interdisciplinary, bringing together methods and discoveries from philosophy, psychology, computer science, neuroscience, linguistics, and anthropology. A minor in cognitive science will prepare students for a wide variety of careers at the interfaces of technology, minds, brains, and behavior.

The Cognitive Science Minor

The minor requires an introductory Cognitive Science course (COGS 101), one course each from Computer Science, Philosophy, and Psychology, and two elective courses from the following departments: Anthropology, Computer Science, Industrial and Systems Engineering, Marketing, Philosophy, and Psychological Sciences.

Code	Title	Units
Students are required to take the following:		
COGS 101	Introduction to Cognitive Science	3
COMP 110	Computational Problem Solving	3.5
PHIL 414	Philosophy of Language	3
or PHIL 413	Philosophy of Mind	
PSYC 336	Cognitive Psychology	3
Select at least 6 units from the following list. Courses must be taken from two different departments.		6
Anthropology		
ANTH 413	Planet of the Great Apes 2: Ethics of Humanity's Relationships to Other Apes	
Computer Science		
COMP 331	User-Centered Design and Prototyping	
COMP 332	Human-Centered Systems	
COMP 333	Human-Centered Data Science	
COMP 351	Introduction to Artificial Intelligence	
COMP 352	Data Science Foundations and Programming	
COMP 370	Automata, Computability and Formal Languages	
COMP 380	Neural Networks	
Industrial and Systems Engineering		
ISYE 410	Human Factors	
Marketing		
MKTG 420	Consumer Behavior	
Philosophy		
PHIL 405	Games & Choices: The Tools of Philosophy, Politics, & Economics	
PHIL 413	Philosophy of Mind	
PHIL 414	Philosophy of Language	
PHIL 416	Philosophy of Archaeology	
Psychological Sciences		
NEUR 411	Behavioral Neuroscience of Sleep	
PSYC 332	Learning and Behavior	
PSYC 339	Human Memory	
PSYC 342	Biological Psychology	
PSYC 344	Animal Behavior: Comparative Psychology and Ethology	

PSYC 346	Evolutionary Psychology	
PSYC 350	Sensation and Perception	
PSYC 380	Psychology of Music	
Total Units		**18.5**

Additional courses may be used to satisfy the elective requirement in the Cognitive Science minor, if the topic is appropriate. Examples include: PHIL 334, PHIL 494, PSYC 494. Consult the Program Director for information about these courses.

COGS 101 | INTRODUCTION TO COGNITIVE SCIENCE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
The goal of cognitive science — and of this course — is to understand how your mind works. In this class you will be introduced to how philosophy, psychology, neuroscience, computer science, linguistics, and anthropology contribute to and broaden our understanding of cognitive science. This introduction will allow you to appreciate the interdisciplinary nature of cognitive science, the diversity of viewpoints, and areas of consensus and controversy. This course also serves as the introductory course for the interdisciplinary cognitive science minor and counts for social/behavioral inquiry in the core.

Communication

Chair

Bradley J. Bond, PhD

Faculty

Jeeyun (Sophia) Baik, PhD

Jonathan M. Bowman, PhD

Mary Brinson, PhD

Leeva C. Chung, PhD

Esteban del Río, PhD

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Carole L. Huston, PhD

Diane M. Keeling, PhD

Gina Lew, MA

Antonieta Mercado, PhD

Kristin C. Moran, PhD

Aziz Muqaddam, PhD

Roger C. Pace, PhD

Eric C. Pierson, PhD

Susannah R. Stern, PhD

David B. Sullivan, PhD

Jillian Tullis, PhD

Nikki Usher, PhD

Communication 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 prepares 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 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 courses, 6 units of Media Studies courses, and 6 elective units from upper-division offerings.

Practical experience is a valuable addition to the undergraduate major. The department offers opportunities for students to participate in an outstanding internship program and in student media (The Vista, USD-tv, and USD Radio) providing 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.

The Communication Major

Preparation for the Major

Code	Title	Units
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 Methods	3
Total Units		**15**

Major Requirements

Code	Title	Units
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 340	Health Communication	
COMM 350	Small Group Communication	
COMM 353	Organizational Communication	
COMM 370	Rhetorical Theory	
COMM 403	Advanced Public Speaking	
COMM 422	Family Communication	
COMM 440	End of Life Communication Issues	
COMM 442	Critical Whiteness and Communication Practices	
COMM 445	Gender Communication	
COMM 455	Interviewing and Negotiating	
COMM 460	Persuasion and Influence	
COMM 475	Intercultural Communication	
COMM 481	International Topics in Human Communication	
COMM 488	Global Team Development	
Required Upper-Division Media Studies		
Select 6 Units from the following:		6
COMM 320	Contemporary Print Journalism	
COMM 321	Advanced Video Production	
COMM 330	Media Processes And Effects	
COMM 335	Media Law and Policy	
COMM 337	Writing for Magazines	
COMM 338	Media and Conflict	
COMM 356	Strategic Communication	
COMM 360	Public Relations and Community Advocacy	
COMM 380	International Media	
COMM 384	Media and the Marginalized	
COMM 421	Multimedia Journalism	
COMM 432	Film and Cultural Politics	
COMM 433	American Independent Cinema	
COMM 434	Documentary Film	
COMM 437	Writing for Screen Media	
COMM 456	Digital Campaigns	
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	
Upper-Division Electives		
Select Any 6 Units of Upper-Division Communication courses including COMM courses not listed above		6
Total Units		**24**

Recommended Program of Study

Freshman Year

Semester I		**Units**
LLC Class		3
COMM 101 or 130	Introduction to Human Communication Introduction to Media Studies	3
Core Courses		9
Semester II		
COMM 101 or 130	Introduction to Human Communication Introduction to Media Studies	3
COMM 203	Public Speaking	3
LLC Class		3
Core Courses		6-9
Sophomore Year		
Semester I		
COMM 220	Introduction to Media Writing	3
COMM 265	Introduction to Research Methods	3
Core Courses		9
Semester II		
COMM 300 or 336	Communication Theory Communication Criticism	3
Core Courses		9-12
Junior Year		
Semester I		
COMM 300 or 336	Communication Theory Communication Criticism	3
Upper-Division COMM		3
Core Courses or Electives		6-9
Semester II		
Upper-Division COMM		6
Core Courses or Electives		9-12
Senior Year		
Semester I		
Upper-Division COMM		6
Core Courses or Electives		9-12
Semester II		
Upper-Division COMM		3
Core Courses or Electives		12

No more than six units from non-USD faculty led study abroad courses can be applied to the major.

The Communication Minor

The communication minor consists of 6 lower-division units and 12 upper-division units to be selected in consultation with an advisor.

Code	**Title**	**Units**
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
Total Units		**18**

No more than six units from non-USD faculty led study abroad courses can be applied to the major or minor.

The Communication Minor

The communication minor consists of 6 lower-division units and 12 upper-division units to be selected in consultation with an advisor.

Code	Title	Units
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
Total Units		**18**

No more than six units from non-USD faculty led study abroad courses can be applied to the major or minor.

COMM 101 | INTRODUCTION TO HUMAN COMMUNICATION
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency, Social/Behavioral Inquiry area
An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for many upper division communication courses, and fulfills core curriculum requirements in social and behavioral inquiry and oral communication competency.

COMM 130 | INTRODUCTION TO MEDIA STUDIES
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 print, radio, television, film, and digital media are addressed. Fulfills the core curriculum requirement in social and behavioral inquiry.

COMM 203 | PUBLIC SPEAKING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency
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. Students are also introduced to the relationship between socially responsible speeches and rhetorical communication. Fulfills the core curriculum requirement in oral communication competency.

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 221 | INTRODUCTION TO VIDEO PRODUCTION
Units: 1 Repeatability: No
An introduction to video production skills. This course teaches students the skills and strategies employed to collect, edit, and present information through audiovisual means. This course prepares students interested in visual media and broadcast journalism using hands-on, collaborative training. The objective is to teach students how to tell a story using audio and video. Topics covered include camera angles, shooting techniques, audio capture, composition, and video editing.

COMM 265 | INTRODUCTION TO RESEARCH METHODS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
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. Fulfills the core curriculum requirement in quantitative reasoning.

COMM 294 | SPECIAL TOPICS IN COMMUNICATION
Units: 0.5-4 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 | COMMUNICATION TRAINING
Units: 0.5 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
The course offers students credit for participating in a professional communication-related field during the summer. The course is appropriate for students who are interested in learning new skills and gaining professional experience to complement their coursework, but who have not yet completed COMM 300 or those who do not have second-semester sophomore standing. To qualify, students must have completed at least one lower division communication course and have declared a communication major. This course is offered pass/fail.

COMM 300 | COMMUNICATION THEORY
Units: 3 Repeatability: No
Prerequisites: COMM 101
This course provides a comprehensive survey of the various theories that comprise the communication 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.

COMM 320 | CONTEMPORARY PRINT JOURNALISM
Units: 3 Repeatability: No
Prerequisites: COMM 220
This course is designed to develop students' research, reporting, analytical, and writing skills. Students will also investigate the nature and significance of the evolution of print journalism, how changes in the media environment alter journalists' behaviors and responsibilities, and how audiences read and interpret the news in modern society. Ethical pressures of contemporary journalism practices are also addressed.

COMM 321 | ADVANCED VIDEO PRODUCTION
Units: 3 Repeatability: No
Prerequisites: COMM 221 (Can be taken Concurrently)
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: preproduction (concept, writing, scheduling, and planning); production (principle photography and audio recording), and post-production (editing and sound design). By the end of the course, students will produce a short video that is a culmination of production principles applied over the course of the semester.

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
Non-Core Attributes: Diversity-Pre F17 CORE
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 333 | PODCAST STORYTELLING
Units: 3 Repeatability: No
This course teaches professional skills in audio recording, sound mixing, and storytelling. Students will improve their audio broadcasting skills, including research, writing, interviewing, delivering, and editing podcast stories. Focus is also placed on changemaking, investigating complex social issues and community engagement through the medium of podcasting.

COMM 335 | MEDIA LAW AND POLICY
Units: 3 Repeatability: No
This course examines various legal and policy issues of communication and media technologies in the past, present, and future. Topics include free speech and free press, fake news and content moderation, copyright, data privacy and surveillance, competition and antitrust, representation and identity, and digital divide and algorithmic discrimination. Students will analyze the power dynamics of governments, corporations, and civil society manifested in rulemaking, lobbying, and social movements. The course will focus on exploring the intersection of media policy and social justice to critically understand how communication technologies are regulated and our rights are protected. Previous completion of COMM 130 is recommended, but not required.

COMM 336 | COMMUNICATION CRITICISM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
Prerequisites: COMM 101
This course introduces students to the art and discipline of communication criticism as the interpretive method of analysis within the field of communication, exploring popular and scholarly criticism of public messages by examining the functions of criticism and by paying particular attention to the relationships among critical interpretations of texts, critical evaluation of media performance, and audience assessment. Students will enhance their understanding of these relationships by applying communication criticism methods to a variety of texts in a series of written assignments. Fulfills the core curriculum requirement in advanced writing competency.

COMM 337 | WRITING FOR MAGAZINES
Units: 3 Repeatability: No
This course develops students' writing, editing, and design skills by focusing on the development of magazine content. Students will develop and write magazine features; edit, copy-edit, and layout magazine stories; create audience development and engagement plans including social media strategies; and demonstrate an understanding of the magazine media industry.

COMM 338 | MEDIA AND CONFLICT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 but not required that students complete COMM 130 before enrolling in this course. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

COMM 340 | HEALTH COMMUNICATION
Units: 3 Repeatability: No
This course explores communication issues relevant to health, disease, and illness. Topics covered include the role of language, provider-patient communication, social support, diversity, culture, and spirituality in health, information processing, health care teams, public health campaigns, and mass media.
The course explores how communication shapes and is shaped by personal, institutional, and cultural constructions of health and how such concepts are created, maintained, and transformed in communication. Course content includes critiques of Western perspectives on health, illness, disease, and wellness and their influence on communication by investigating issues of race, class, gender, and sexism that exist in health practice, policy, and institutional structures. COMM 101 or COMM 300 are recommended, but not required.

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 Repeatability: No
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 356 | STRATEGIC COMMUNICATION
Units: 3 Repeatability: No
Students in this course will learn key concepts and strategies in advertising, public relations, and promotions. Students will refine their ability to identify and understand problems and develop and execute solutions in the marketing-communication environment. The course will cover aspects of strategic research, media planning and management, the principles of branding, advertising design and management, and public relations strategies. This is meant to be a survey course on different aspects of strategic integrated communication, in which students are exposed to different stages of strategic planning, execution, and evaluation. Students can expect to be better equipped to initiate, participate in, and improve strategic campaigns after completion of this course.

COMM 360 | PUBLIC RELATIONS AND COMMUNITY ADVOCACY
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
Prerequisites: COMM 130 (Can be taken Concurrently)
This is a critical PR class. The course offers a critical, historical, and practical perspective in the US and global PR industries. It examines the current and historical dependency of news media outlets on the PR world as sources of information. While the course has a critical view of corporate public relations, it also offers concrete skill-building opportunities for students interested in working to promote diversity, inclusion and social justice through critical public relations. The practical side of the class focuses on the use of communication and public relations strategies for advancing causes such as fair representation of minorities in media, economic justice, community development, workers' rights, environmental justice, and other pressing social issues. Students taking this class will spend one hour per week working for a local community organization helping to either design or enhance their communication and public outreach programs.

COMM 365 | COMMUNICATION RESEARCH METHODS
Units: 3 Repeatability: No
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 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 380 | INTERNATIONAL MEDIA
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: COMM 130
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. Fulfills foundations in global diversity (level 2) in the core curriculum requirements.

COMM 384 | MEDIA AND THE MARGINALIZED
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: COMM 130
This course will utilize theories, concepts, and empirical social scientific research to highlight how media depict social groups, why media messages depict social groups in particular ways, and the effects of those messages on audiences' perceptions of their own identities and their understanding of outgroup others. The course will focus on racial minorities, gender, gender identity, sexual identity, religious minorities, and disability within a U.S. media context. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

COMM 397 | ADVANCED INTEGRATION IN COMMUNICATION
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

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 421 | MULTIMEDIA JOURNALISM
Units: 3 Repeatability: No
Prerequisites: COMM 220 and COMM 221 (Can be taken Concurrently)
This course will provide students with foundational skills needed to report, write, produce, edit, and distribute news stories across multiple platforms for diverse audiences. Students will engage in digital storytelling by engaging with the fundamentals of reporting, news judgment, and interviewing. The role of social media newsgathering is also covered.

COMM 422 | FAMILY COMMUNICATION
Units: 3 Repeatability: No
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 historical and modern contexts. Students will apply theory to understand and analyze their own and others' familial communication experiences.

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 433 | AMERICAN INDEPENDENT CINEMA
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 434 | DOCUMENTARY FILM
Units: 3 Repeatability: No
This course is an examination of the form and content of documentary film. The course will focus on American documentaries but will include some exposure to international films as well. Students will develop a critical approach to documentary film viewing and expand their appreciation of nonfiction film.

COMM 437 | WRITING FOR SCREEN MEDIA
Units: 3 Repeatability: No
Prerequisites: COMM 220
This course introduces students to the skills and strategies associated with writing and production in various screen media production 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 design and write a variety of media texts, including commercial, documentary, and film scripts.

COMM 440 | END OF LIFE COMMUNICATION ISSUES
Units: 3 Repeatability: No
This course explores various end of life contexts and issues through the communication discipline. Students will study the ways in which personal and public communication about dying and death influence attitudes about, and practices, at the end of life. This includes communication within the family, in healthcare settings, in public discourse, and the media. The goal is not a morbid or voyeuristic one; a close examination of dying and death can influence how we live, how to make life meaningful, as well as how we die. Communication at and about the end of life also shapes, and is shaped by, law and policy that dictate living and dying well, ethics, and justice. This class will interrogate the concept of a good death and investigate how we communicate about dying well.

COMM 442 | CRITICAL WHITENESS AND COMMUNICATION PRACTICES
Units: 3 Repeatability: No
In this course students will think critically about whiteness by studying the communication practices that create and sustain power differentials in society. The course explores the social construction of whiteness in the foundations of the US, maintenance of citizenship, legal definitions of race, property ownership, neighborhoods, educational systems, technology, and media, emphasizing the way this history shapes our communication practices today. Students will emerge from the course with a thorough understanding of the ways white supremacy has shaped their social geography and will be equipped with tools for disrupting it.

COMM 445 | GENDER COMMUNICATION
Units: 3 Repeatability: No
This course examines gender from a communication perspective, focusing on the construction of gender and gender-relevant issues. Communication styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are also investigated. It is recommended but not required that students complete COMM 101 before enrolling in this course.

COMM 455 | INTERVIEWING AND NEGOTIATING
Units: 3 Repeatability: No
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 456 | DIGITAL CAMPAIGNS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Students in Digital Campaigns will learn how to formulate a data-driven, digital strategy plan. Digital strategy requires students to collect, analyze and report on digital media analytics, and present them as a means of guiding decision making. This course is designed to be practice-oriented, while also engaging critically with the technical, legal, moral, and practical challenges that shape strategic interactions on the web and social media.

COMM 460 | PERSUASION AND INFLUENCE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
This course is an examination of various forms of persuasion. Through understanding rhetorical, behavioral, and cognitive theories of persuasion students will learn to both create and ethically critique persuasive messages. Fulfills core curriculum requirement in social and behavioral inquiry.

COMM 462 | POLITICAL COMMUNICATION
Units: 3 Repeatability: No
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 fanship, and contemporary issues in sports media, the overage and business of sports communication, sports media audiences and fanship, and contemporary issues in sports communication.

COMM 475 | INTERCULTURAL COMMUNICATION
Units: 3 Repeatability: No
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 but not required 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 but not required that students complete COMM 130 and COMM 380 before enrolling in this course.

COMM 481 | INTERNATIONAL TOPICS IN HUMAN COMMUNICATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Global Diversity level 2
This upper-division elective provides students an opportunity for an in-depth analysis and examination of human communication in a particular region of the world. Topics will vary according to the instructor and interest. Fulfills the foundations in global diversity (level 2) core curriculum requirement.

COMM 482 | CHILDREN AND MEDIA
Units: 3 Repeatability: No
This course is an overview of the relevant research on the role of electronic media in the lives of children. Topics include media violence, sex role stereotypes, advertising and materialism, media and the family, and new technology in the lives of children. Students will also explore the positive influence of media, including media use for pro-social and educational purposes. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

COMM 483 | TEENS AND POPULAR CULTURE
Units: 3 Repeatability: No
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 but not required that students complete COMM 130 and COMM 330 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 492 | COMMUNICATION INTEGRATION EXPERIENCE
Units: 1 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: COMM 300 or COMM 336
This course is designed as an advanced integration experience for communication majors. Students will compile a portfolio of coursework and craft a coherent, persuasive essay synthesizing and applying and transferring the knowledge and skills they have acquired in the Department of Communication and at USD more broadly. Students will be required to orally defend the essay. By working on an integration experience project that draws on prior course work and that culminates in an integrative essay and oral defense, students engage in higher order thinking, by utilizing their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas. The course both challenges students to critically reflect on the communication discipline and prepares students for a career in communication. Fulfills core curriculum requirement in advanced integration.

COMM 493 | USD MEDIA PRACTICUM
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in communication will be examined. The course may be repeated as topics vary.

COMM 495 | SENIOR PROJECT
Units: 1-3 Repeatability: No
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 research experience is to provide communication majors with an opportunity to assist a faculty member conducting original academic research. Students will meet with a faculty member 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 literature searches, study design, project management, participant solicitation, data collection, fieldwork, data entry, data analysis, critical analysis, and writing 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 INTERNSHIP
Units: 2-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: COMM 300 (Can be taken Concurrently)
An experiential education course in which students apply their communication education as interns in a communication-related organization or industry setting. Students complete professional portfolios connecting communication theory to their vocational experience. The course is only open to communication 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 internship director for details about qualification and to enroll.

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.

Creative Writing

The Creative Writing Minor

Minor Requirements (18 units)

Code	Title	Units
Lower Division		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
Upper Division		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
THEA 365	Playwriting	
Total Units		**18**

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/).

EDRC 100 | SCUBA DIVING
Units: 0.5-1

EDRC 101 | SWIMMIMG 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/CONTEMORARY 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 159 | INFORMAL RECREATION
Units: 0.5 Repeatability: Yes (Can be repeated for Credit)
Relax and have fun in this informal yet instructional "team lawn games" class that includes games such as com hole, bocce ball, spike ball and more.

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 ACTIVITES - VARIOUS
Units: 0.5

EDRC 198 | CLUB ACTIVITES II
Units: 0.5-1

Elementary or Special Education Certificate

Program Director

Margaret Daley, PhD, Chemistry and Biochemistry

Advisory Council

Adam Boocher, PhD, Mathematics

Emily Cilli-Turner, PhD, Mathematics

Tammy Dwyer, PhD, Chemistry and Biochemistry

Maura Giles-Watson, PhD, English

Bobbi Hansen, EdD, Learning and Teaching (SOLES)

Heather Herrera, PhD, School of Leadership and Education Sciences

Jeffrey Malecki, DMA, Music

Pauline Berryman Powell, MA, College of Arts and Sciences

Interested in Teaching?

Students interested in earning a Multiple Subjects credential for K-6 elementary teaching, and/or an Education Specialist credential for mild-moderate disabilities may elect the Certificate in Elementary and/or Special Education. This certificate includes the courses required for the teaching credential, which provide foundational learning experiences for prospective teachers and give students the opportunity to apply their knowledge and skills in a classroom environment. The certificate will also assist students and their advisors by clarifying and tracking the required coursework. Interested students should contact the Liberal Studies Program Director for information.

To earn the Certificate in Elementary or Special Education, students complete the following coursework:

Code	Title	Units
Foundational/Pre-requisite Courses		
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
Methods Courses [1]		
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
or EDTE 320P	Bilingual Elementary Curriculum Methods I: Math and Science	
EDTE 303P	Elementary Methods II: Humanities	3
or EDTE 321P	Bilingual Elementary Curriculum Methods II: Humanities	
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
Total Units		**30**

[1] Each Methods course has a field placement requirement of 20 hours/semester.

Working toward and completing the certificate coursework does not confer a teaching credential. In order to earn the preliminary teaching credential accredited by the state of California, additional requirements must be met including, but not limited to, the Basic Skills requirement, the Subject Matter proficiency requirement, the Reading Instruction Competency Assessment (RICA), and successful completion of student teaching.

English

Chair

Atreyee Phukan, 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, PhD

Joseph McGowan, PhD

Brad Melekian, MFA

Ivan Ortiz, PhD

Abraham Stoll, PhD

Stefan Vander Elst, PhD

Irene Williams, PhD

Why Major in English? Why not?—if you love to read, write and think critically and imaginatively. As a major in the University of San Diego's English Department, you will have the opportunity to explore a wide range of genres—poems, plays, novels, essays, letters, films and new media—from a variety of historical contexts, medieval to contemporary, illuminated by timely theoretical and philosophical questions. Early in your major, you are invited to study literary texts that serve as a foundation for various traditions and cultures and to hone critical reading and writing skills necessary for success at the upper-division level. There, through expansive offerings in creative writing, literary histories, cultures and theories, you explore and discover the complexities of the human experience and come to appreciate the power of language to shape thought.

Frightened to pursue the impractical? Think again. Your practical skills of close reading and analysis, your clear writing, your sense of narrative and the power of argument, your creativity, and your capacity to communicate effectively will make you an attractive candidate for a number of positions. The English major develops proficiencies of considerable value to employers, from business, communications, politics, public service and education. It also prepares you for graduate work in a range of fields, including law and business. Lessons learned and fostered in the English major will serve you well throughout your personal and professional lives.

Preparation for the Major

Code	Title	Units
Lower-Division		
ENGL 250	Literary Foundations	3
or ENGL 222	Poetry	
ENGL 260	Critical Reading	3
Select 6 units from the following:		6
ENGL 220	Studies in Genre	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
Total Units		**12**

Major Requirements

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:

Code	Title	Units
Upper-Division [1]		
ENGL 410	Advanced Writing in the English Major	3
Literary Histories - Select two of the following courses:		6
ENGL 311	Genres and Traditions	
ENGL 315	Literary Periods	
ENGL 319	Topics in Literary Histories	
Literary Cultures and Theories - Select two of the following courses:		6
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 323	Perspectives on US Society	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	
Upper-Division Electives (18 units, including at least two Literature courses)		
Upper-Division Literature courses [2]		6
Additional Upper-Division electives [3]		12
Total Units		**33**

1. The department recommends that majors and minors complete the lower-division Literary Foundations and Critical Readings requirement before beginning upper-division work. We also recommend that the Advanced Writing course be taken in the junior year.
2. Literature courses include ENGL 300, ENGL 311, ENGL 315, ENGL 319, ENGL 321, ENGL 323, ENGL 325, ENGL 329, ENGL 330, ENGL 331, ENGL 333, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 348, ENGL 352, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 362, ENGL 364, ENGL 366, ENGL 367, ENGL 368, ENGL 370, ENGL 372, ENGL 374, ENGL 377, ENGL 420, ENGL 495.
3. Additional upper-division electives may be fulfilled with any literature course or creative writing course. Up to six units may be Southeast San Diego Tutoring Program (ENGL 492), Writing Center Tutors (ENGL 493), or Internship (ENGL 498).

The Emphasis in Creative Writing

The creative writing emphasis in poetry, fiction or creative non-fiction builds upon the foundation established in ENGL 301 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 writer. 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.

Code	Title	Units
Emphasis Requirement		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
THEA 365	Playwriting	
Total Units		**12**

Recommended Program of Study

Fulfill the lower-division requirements in your first and second years. The lower-division introduces you to foundational works (ENGL 250 or ENGL 222) and to critical approaches (ENGL 260), and allows you to explore among electives. In the upper-division, it is recommended that you take ENGL 410 early on, as preparation for advanced work. You will study Literary Histories and Literary Cultures and Theories, and in the rest of your upper-division studies you may pursue your interests among a variety of literature courses, creative writing courses, and internships and research opportunities. All students should consider taking the English capstone, Senior Project.

Distributional requirements can also be fulfilled by certain sections of ENGL 494. See the department chair.

Upper-Division Electives

English majors take a total of 18 units of upper-division electives. Any course in the 300s or 400s counts as an elective - students are encouraged to explore. In the Creative Writing Emphasis, 12 units will be in creative writing, and the remaining six units must be in literature courses (see list above). Majors may take a maximum of six units in tutoring and internships (ENGL 492, ENGL 493, ENGL 498).

Advanced Writing Courses

All English majors must take ENGL 410, which fulfills the core requirement for Advanced Writing. Majors may not fulfill the Core Advanced Writing requirement with ENGL 304, although they may take this course as an upper-division elective.

The English Minor

Minor Requirements (18 units)

Code	Title	Units
Lower Division		
ENGL 260	Critical Reading	3
Select one Lower-Division Elective Course		3
ENGL 220	Studies in Genre	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
Upper Division		
Select one upper-division Literary Histories or Literary Cultures and Theories course		3
ENGL 311	Genres and Traditions	
ENGL 315	Literary Periods	
ENGL 319	Topics in Literary Histories	
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	
Upper-Division Electives (nine units, including at least one Literature course)		
Upper-Division Literature course [1]		3
Additional Upper-Division Electives [2]		6

[1] Literature courses include ENGL 300, ENGL 311, ENGL 315, ENGL 319, ENGL 321, ENGL 325, ENGL 329, ENGL 330, ENGL 331, ENGL 333, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 348, ENGL 352, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 362, ENGL 364, ENGL 366, ENGL 367, ENGL 368, ENGL 370, ENGL 372, ENGL 374, ENGL 377, ENGL 420, ENGL 495.

[2] Additional Upper-Division Electives may be fulfilled with any literature course or creative writing course. Up to 3 units may be Southeast San Diego Tutoring Program (ENGL 492), Writing Center Tutors (ENGL 493), or Internship (ENGL 498).

The Creative Writing Minor

Minor Requirements (18 units)

Code	Title	Units
Lower Division		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	

Upper Division		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
THEA 365	Playwriting	
Total Units		**18**

ENGL 110 | INTRODUCTION TO COLLEGE WRITING FOR ESL STUDENTS
Units: 3 Repeatability: No
A writing workshop designed for non-native speakers of English to prepare them to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including English grammar, sentence structure, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works and film documentaries. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 115 | INTRODUCTION TO COLLEGE WRITING
Units: 3 Repeatability: No
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 from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 215 | CHILDREN'S LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
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 220 | STUDIES IN GENRE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
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 222 | POETRY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. Every semester.

ENGL 225 | STUDIES IN UNITED STATES LITERATURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Diversity-Pre F17 CORE
Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

ENGL 226 | STUDIES IN LITERARY TRADITIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
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 228 | STUDIES IN WORLD LITERATURE
Units: 3-4 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
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 230 | STUDIES IN UNITED STATES LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

ENGL 236 | STUDIES IN WORLD LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
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 240 | SHAKESPEARE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

ENGL 244 | THE ALCALÁ REVIEW
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
The Alcalá Review is USD's premier publication venue for undergraduate creative work in poetry, fiction, nonfiction, photography, art, and beyond. This course introduces students to the history of literary and art journals. And through a practical engagement with the arts at USD and with journal publishing, it prepares them, if they choose, to become contributors to The Alcalá Review.

ENGL 250 | LITERARY FOUNDATIONS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Focuses on texts that have provided a foundation for literature written in English and have a current presence in literary studies. Topics might include the Bible, British Literature to 1800, Ovid, Dante, etc.

ENGL 260 | CRITICAL READING
Units: 3 Repeatability: No
Focuses on developing skills essential to the major or minor, including close reading, contextualized study via basic criticism and theory, literary devices and genres (at least 2), and fundamentals of literary research. Enrollment restricted to English majors and minors only.

ENGL 292 | SOUTHEAST SAN DIEGO TUTORING PROGRAM
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

ENGL 294 | SPECIAL TOPICS
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Lower division courses that treat a special topic, genre, or author. See departmental list of offerings each semester.

ENGL 298 | INTERNSHIP
Units: 1-3
Non-Core Attributes: Experiential
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 301 | INTRODUCTION TO CREATIVE WRITING
Units: 3 Repeatability: No
A workshop on imaginative writing, with examples drawn from literature.

ENGL 304 | ADVANCED COMPOSITION
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
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. Students may not receive credit for both ENGL 304 and ENGL 304W.

ENGL 311 | GENRES AND TRADITIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Focuses on a literary genre or tradition within a historical or developmental context. Emphasis on literature across time and foundational texts in conversation with contemporary works; attention given to diversity.

ENGL 315 | LITERARY PERIODS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Focuses on literary periods and movements. Emphasis on: literature across time; literature in historical contexts; foundational texts in conversation with past or contemporary works. Attention given to diversity.

ENGL 319 | TOPICS IN LITERARY HISTORIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Treats a special topic or theme within literary history.

ENGL 321 | LITERATURE OF RACE, GENDER AND SEXUALITY
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Focuses on ways of reading literature, cultural formation and theory with a focus on race, gender and/or sexuality. Will include close reading, contextualized study via basic criticism and theory, and literary devices. Will include at least two genres.

ENGL 323 | PERSPECTIVES ON US SOCIETY
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Domestic Diversity level 2
Focuses on ways of understanding society in the United States, as formed by cultural and literary texts. Attention to the dynamics of race, ethnicity, gender, sexuality, disability, and other critical forms of diversity.

ENGL 325 | 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.

ENGL 329 | TOPICS IN LITERARY CULTURES AND THEORIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A special topic that focuses on ways of reading literature, cultural formations, and literary theories. Includes close reading, contextualized study via basic criticism and theory, literary devices. Includes at least two genres.

ENGL 330 | DANTE
Units: 3 Repeatability: No
Dante's Divine Comedy, Vita Nuova, and selected other works in their literary and historical contexts. Texts will be read in English translation.

ENGL 331 | 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 333 | CHAUCER
Units: 3 Repeatability: No
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 335 | RENAISSANCE DRAMA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

ENGL 336 | EARLY NOVEL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

ENGL 337 | RENAISSANCE STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

ENGL 338 | MILTON
Units: 3 Repeatability: No
Studies in the poetry and prose of John Milton, with emphasis on Paradise Lost.

ENGL 340 | RESTORATION STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Studies in British literature written between 1640 and 1700. A multi-genre course that may include male and female writers such as Phillips, Milton, Behn, Congreve, Wycherley, Dryden, Pepys, Astell and others. Readings are grounded in the social, intellectual, political, and cultural history of the period.

ENGL 341 | EIGHTEENTH CENTURY STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Studies in British and American literature written between 1680 and 1820. A multi-genre course that may include may and female writers such as Pope, Swift, Haywood, Montagu, Franklin, Johnson, Burney, Jefferson, Burney, Wheatley, Cowper, Burke, Radcliffe. Readings are grounded in the social, intellectual, political and cultural history of the period.

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.

ENGL 343 | EARLY NOVEL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

ENGL 344 | VICTORIAN STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

ENGL 348 | NINETEENTH CENTURY NOVEL
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.

ENGL 352 | UNITED STATES LITERATURE TO 1900
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
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.

ENGL 356 | UNITED STATES FICTION 1900-1940
Units: 3 Repeatability: Yes (Can be repeated for Credit)
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, Ginsberg, Stevens, or others.

ENGL 358 | UNITED STATES ETHNIC LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Studies in African-American, Asian-American/Pacific Islander, Chicano/Latino, and Native-American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

ENGL 359 | MODERN 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.

ENGL 360 | MODERN AND CONTEMPORARY POETRY
Units: 3 Repeatability: No
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 AND CONTEMPORARY DRAMA
Units: 3 Repeatability: No
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 363 | GLOBAL STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1
Studies in literatures from across the globe, with a focus on political and social contexts.

ENGL 364 | GLOBAL LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Engaging with issues of diversity and social justice in a global context, this course examines literature and other cultural forms and media from various geographic regions, including Africa, South Asia, the Asia-Pacific, Latin America, and the Caribbean.

ENGL 366 | MODERN AND CONTEMPORARY EUROPEAN LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Readings may include works in translation by Chekhov, Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, Perec, Jelinek, Drndic or others.

ENGL 367 | LONDON PLAYS IN PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Literary Inquiry area
ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

ENGL 368 | MODERN AND CONTEMPORARY 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.

ENGL 370 | MODERN AND CONTEMPORARY FICTION
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Studies in selected works of recent fiction from around the world.

ENGL 372 | FILM STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
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.

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.

ENGL 375 | INTRODUCTION TO CREATIVE WRITING
Units: 3
A workshop on imaginative writing, with examples drawn from literature.

ENGL 377 | DEVELOPMENT OF THE ENGLISH LANGUAGE
Units: 3 Repeatability: No
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 381 | INTERMEDIATE POETRY WRITING
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: ENGL 301
Workshop in poetry writing with examples drawn from literature.

ENGL 382 | INTERMEDIATE FICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 301
Workshop in fiction writing, especially the short story, with examples drawn from literature.

ENGL 383 | INTERMEDIATE CREATIVE NONFICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 301
Workshop in creative nonfiction writing, with examples drawn from literature.

ENGL 385 | TOPICS IN CREATIVE WRITING
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: ENGL 301
Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting).

ENGL 401 | ADVANCED POETRY WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 381
Investigates and hones the craft of poetry.

ENGL 402 | ADVANCED FICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 382
Workshop to discuss recently published short fiction and students' stories.

ENGL 403 | ADVANCED CREATIVE NONFICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 383
Workshop to discuss published creative nonfiction writing and students' own work.

ENGL 410 | ADVANCED WRITING IN THE ENGLISH MAJOR
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency
Prerequisites: ENGL 260
Fulfills the Core requirement for Advanced Writing, with attention to the literary and scholarly skills needed in the English Major. Students practice all phases of writing, including research, invention, drafting, revision and editing. Topics vary. Required for English Majors.

ENGL 420 | ADVANCED STUDIES IN SHAKESPEARE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Advanced writing competency
Prerequisites: ENGL 240 or ENGL 335 or ENGL 337
Advanced writing-intensive seminar focusing on an aspect of Shakespeare's work: particular plays, poems, genres, themes, theatrical culture, etc. Topic varies. Satisfies CADW.

ENGL 492 | SOUTHEAST SAN DIEGO TUTORING PROGRAM
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

ENGL 493 | WRITING CENTER TUTORS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

ENGL 494 | SPECIAL TOPICS
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

ENGL 495 | SENIOR PROJECT
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ENGL 260
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 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students participate in ongoing research projects and publications, under the guidance of English faculty. Current projects include: The Tudor Plays Project and The Alcalá Review. See faculty for more information.

ENGL 497 | SENIOR PROJECT WITH ADVANCED INTEGRATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
A capstone course designed to help seniors produce an original research project. Addresses interdisciplinary 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)
Non-Core Attributes: Experiential
Internship opportunities in the workplace or community involving writing or reading may taken for credit, with the oversight of English faculty. For more information, and for assistance finding an internship, see the English Department website.

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.

FYW 110 | PREPARATION FOR COLLEGE WRITING
Units: 3 Repeatability: No
A writing workshop designed for non-native speakers of English to prepare them to take FYW 150. Instruction in the fundamentals of various modes of written expression, including English grammar, sentence structure, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works and film documentaries. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

FYW 115 | INTRODUCTION TO COLLEGE WRITING
Units: 3 Repeatability: No
A writing workshop to prepare students to take FYW 150. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

FYW 150 | FIRST YEAR WRITING
Units: 3 Repeatability: No
Core Attributes: First year writing competency, First Yr Integration (LC Only)
Fulfills the core curriculum requirement for lower-division Written Communication. Develops skills in reading and critical analysis of multiple discourses. Develops writing within multiple discourses, and the transfer of those writing skills to multiple disciplines and occasions. Students practice the entire process of writing, from initial conception, through drafts, to revision and editing. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Must be taken in first year.

Creative Writing

The Creative Writing Minor

Minor Requirements (18 units)

Code	Title	Units
Lower Division		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
Upper Division		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
THEA 365	Playwriting	
Total Units		**18**

Environmental and Ocean Sciences

Chair

Nathalie Reyns, PhD

Faculty

Daniel Cartamil, PhD

Ruth Coffey, PhD

Sarah Gray, PhD

Elizabeth D. Baker Treloar, MS

Michel A. Boudrias, PhD

Eric Cathcart, MS

Ronald S. Kaufmann, PhD

Bethany O'Shea , PhD

Jennifer C. Prairie, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Suzanne C. Walther, PhD

Zhi-Yong Yin, PhD

Affiliated Faculty

Julia Miller Cantzler, JD, PhD, Sociology

Hugh I. Ellis, PhD, Biology

Mary Sue Lowery, PhD, Biology

Andrew Tirrell, JD, MALD, PhD, Political Science and International Relations

Mark Woods, PhD, Philosophy

Introduction

The environmental and ocean sciences major, offered by the Department of Environmental and Ocean Sciences, is intended for students interested in the natural world, with three distinct pathways that focus on marine ecology, environmental science or environmental studies. All pathways are designed with an interdisciplinary approach, either within the natural sciences (marine ecology and environmental science pathways) or across the natural sciences,

social sciences and humanities (environmental studies pathway). The curriculum trains students to apply the scientific method to study critical environmental issues while promoting ethical judgment and behavior as it relates to the scientific process, environmental awareness, and the role humans play within the dynamic earth system. The environmental and ocean sciences major offers students intellectually challenging conceptual training coupled with practical hands-on experience in the field and lab to prepare them for graduate school and diverse environmental career opportunities.

Structure

The environmental and ocean sciences major offers a common preparatory curriculum for all three pathways, 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. Following the common preparatory courses, all students take two gateway courses into the major: a) an in-depth critical analysis of contemporary environmental issues, and b) an introduction to field and research applications, in which students conduct interdisciplinary research in local ecosystems. During the junior and senior years, students take courses in one of three pathways and complete a capstone experience involving undergraduate research with faculty or experiential internships that culminate in a presentation of their findings. Faculty-student research collaborations may involve summer research programs, local or international field work, and the opportunity to participate in professional conferences or publications. In addition to research with faculty, certain courses offered through study abroad programs (such as the School for Field Studies or the Sea Education Association) may satisfy some requirements of the major, including the experiential portion of the capstone.

Degrees and Pathways

The environmental and ocean sciences major provides BS and BA degree options, each with two distinct interdisciplinary pathways. The BS major offers: environmental science pathway and marine ecology pathway. The BA major offers: environmental science pathway and environmental studies pathway.

Students are encouraged to select an advisor as early as possible. A list of advisors is available from the chair of the Department of Environmental and Ocean Sciences.

The environmental science and marine ecology pathways in the BS degree provide students with a rigorous science-based curriculum that is intended to prepare them to go on to either graduate studies or directly into any area in the rapidly developing industries related to environmental issues facing the world today. The marine ecology pathway requires a biology minor, which supplies additional breadth and depth in aspects of biology that complement the ecology and marine focus of the major. The BA degree in environmental science requires 11-12 fewer units than the BS degree and allows students more flexibility to add a minor or second major.

The environmental studies pathway is intended to provide students with a background in the natural sciences balanced by breadth in the social sciences and humanities. Students majoring in environmental studies will be well prepared to pursue graduate studies in environmental science, environmental policy, resource management, or law, or careers in a range of businesses and government agencies that deal with environmental assessment, planning, development and sustainability.

Environmental and Ocean Sciences BA Major

Environmental Science Pathway

Code	Title	Units
Prep for Major (31 units)		
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
MATH 150	Calculus I	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4

Additional recommended courses for students going to graduate school include: MATH 151, PHYS 137/PHYS 137L, CHEM 301/ CHEM 301L and CHEM 302/CHEM 302L.

Code	Title	Units
Upper Division Core (15 units)		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 314	Introduction to GIS	4
Capstone		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	
EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1
Upper Division Electives (11-12 units)		
Choose three courses: One from the Ecological group and the other two from the Geo/Physical group. At least two of the three courses must include labs. One of the geo/physical electives can be interdisciplinary between geo/physical and biological or non-science topics. No more than one of the geo/physical electives can be taken abroad or transferred to USD.		
Geo/Physical Courses:		
EOSC 355	Environmental Chemistry #	3
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Advanced GIS #	4
EOSC 420	Introduction to Remote Sensing #	4
EOSC 450	Geological Oceanography #	4
EOSC 452	Environmental and Ocean Geochemistry #	4
EOSC 473	Climatology #	4
EOSC 474	History of the Earth and Climate with Lab #	4

EOSC 475	History of the Earth and Climate	3
EOSC 480	Environmental Health	3
EOSC 481	Natural Resources of Death Valley [#]	3
EOSC 485	Environmental Geology [#]	4
EOSC 487	Surface Water Hydrology [#]	4
EOSC 488	Geomorphology [#]	4
Ecological Courses:		
EOSC 400	Topics in Ecology	3-4
EOSC 430	Human Impacts on the Coastal Environment with Lab [#]	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology [#]	4
EOSC 434	Wetlands Ecology with Lab [#]	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab [#]	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab [#]	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology [#]	4
EOSC 451	Biological Oceanography [#]	4
Interdisciplinary Courses with Geo/physical Component:		
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

Or approved study abroad courses.

[#]Courses with lab

Upper Division units for Environmental Science Pathway, 26-27 units

Total units for Environmental Science Pathway, 57-58 units

Recommended Program of Study for Environmental Science Pathway

First Year

Semester I		**Units**
EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
CHEM 151 & 151L	General Chemistry I	4-5
CC or Electives		4-9
Semester II		
EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 152 & 152L	General Chemistry II	4
MATH 150	Calculus I	4
CC or Electives		3-6
Second Year		
Semester I		
EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
PHYS 136 & 136L	General Physics I	4
CC or Electives		4-9
Semester II		
EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
CC or Electives		9-12
Junior Year		
Semester I		
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		4-9
Semester II		
EOSC 314*	Introduction to GIS	4
Pathway Elective*		3-4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9
Senior Year		
Semester I		
Pathway Elective*		3-4
EOSC 492	Advanced Research Synthesis	1
CC or Electives		8-12
Semester II		
Pathway Electives*		3-4
EOSC 495	Senior Seminar	1
CC or Electives		9-12

* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

Environmental Studies Pathway

Code	Title	Units
Lower Division Prep for the Major (31 units)		
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
ECON 101	Principles of Microeconomics	3
POLS 150	Introduction to Comparative Politics	3
POLS 120	Introduction to American Politics ^	3
or POLS 170	Introduction to International Relations	
or SOCI 101	Introduction to Sociology	
or ECON 102	Principles of Macroeconomics	

MATH 115	College Algebra	3
or MATH 130	Survey of Calculus	
or MATH 150	Calculus I	

Note that: ECON 102 is required for some upper-division non-science electives in the School of Business.

Code	Title	Units
Upper Division Core (21 units)		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 305	Environmental Assessment Practices	3
EOSC 314	Introduction to GIS	4
PHIL 338	Environmental Ethics	3
or PHIL 344	Environmental Justice	
Capstone		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	
EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1
Upper Division Electives (9-11 units)		
Choose three courses: one science with lab with a focus on human-environment interactions, one non-science, and one additional 3-4 unit course that can be chosen from the non-science list or any of the upper-division EOSC courses.		
Science with Lab Courses with a Focus on Human-Environment Interactions:		
EOSC 355	Environmental Chemistry	3
EOSC 415	Advanced GIS	4
EOSC 420	Introduction to Remote Sensing	4
EOSC 430	Human Impacts on the Coastal Environment with Lab	4
EOSC 434	Wetlands Ecology with Lab	4
EOSC 436	Marine Community Ecology with Lab	4
EOSC 450	Geological Oceanography	4
EOSC 452	Environmental and Ocean Geochemistry	4
EOSC 473	Climatology	4
EOSC 474	History of the Earth and Climate with Lab	4
EOSC 481	Natural Resources of Death Valley	3
EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4
Non-Science Courses:		
CHEM 356	Water Quality and Public Health in the Developing World	3
ECON 308	Environmental and Natural Resource Economics	3
EOSC 404	Topics in Environmental Studies	3-4
HIST 370	U.S. Environmental History	3
POLS 329	Law of the Sea	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3
SOCI 315	Health and Society	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 473	Sustainability: Sociological Perspectives	3
THRS 338	Faith & Environmental Justice	3
Other upper division courses by approval in ECON, ETHN, HIST, INST, PHIL, POLS, SOCI and THRS.		
And approved study abroad courses.		
Interdisciplinary EOSC Courses:		
EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

Upper Division units for Environmental Studies, 30-32 units
Total units for Environmental Studies, 61-63 units
Number of units that also satisfy Core requirements, as many as 13 units + CQUR, CADW, CORL, DISJ

Recommended Program of Study for Environmental Studies Pathway

First Year

Semester I		**Units**
EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
MATH 115	College Algebra	3
ECON 101	Principles of Microeconomics	3
CC or Electives		3-6
Semester II		
EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 151 & 151L	General Chemistry I	4-5
POLS 150	Introduction to Comparative Politics	3
CC or Electives		3-6
Second Year		
Semester I		
EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
POLS 120, 170, ECON 102, or SOCI 101	Introduction to American Politics Introduction to International Relations Principles of Macroeconomics Introduction to Sociology	3
CC or Electives		6-9
Semester II		
EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
CC or Electives		8+
Junior Year		
Semester I		
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4

EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9
Semester II		
EOSC 314*	Introduction to GIS	4
PHIL 338 or 344	Environmental Ethics Environmental Justice	3
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9
Senior Year		
Semester I		
EOSC 305	Environmental Assessment Practices	3
Pathway Elective*		3-4
EOSC 492	Advanced Research Synthesis	1
CC or Electives		6-9
Semester II		
Pathway Electives*		6-7
EOSC 495	Senior Seminar	1
CC or Electives		6-9

* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

Combined Degree Program (BA/MS)

Undergraduates who are completing a degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BA. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BA degree requirements, then become graduate students during the subsequent fall semester. Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

For students enrolled in the combined degree program, below is a recommended program of study for the student's first year solely in the graduate program. For the undergraduate years, see the recommended programs of study for each pathway in the undergraduate program in Environmental and Ocean Sciences.

Recommended Program of Study - Graduate

First Year

Semester I		**Units**
EOSC 500	Core Seminar I	2
Graduate Science Course or Elective		3-4
EOSC 596	Research	3-4
Semester II		
EOSC 501	Core Seminar II	2
EOSC 596	Research	2-3
EOSC 596 or Elective		3-4
EOSC 597	Thesis	1

Note: Students who will not finish by the end of their first year in the MS program should take 8 units in semester II of the first graduate year and 0.5-1 unit of EOSC 597 each semester until they finish.

Environmental and Ocean Sciences BS Major

Marine Ecology Pathway

Code	Title	Units
Prep for Major (35 units)		
EOSC 123	Organisms and Ecosystems	4
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
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	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4

Additional recommended courses for students going to graduate school include: MATH 151, PHYS 137/PHYS 137L and CHEM 302/CHEM 302L

Code	Title	Units
Upper Division Core (11 units)		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
Capstone		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	
EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1
Upper Division Electives (14-16 units)		
Choose four courses: one from the Geo/Physical group and the other three from the EOSC Biological group, with at least one ecology course. At least two of the four courses must include labs. One of the EOSC biological electives can be interdisciplinary between biological and geo/physical or non-science topics.		
EOSC Biological Courses:		
EOSC 350	Invertebrate Zoology #	4
EOSC 400	Topics in Ecology *	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 430	Human Impacts on the Coastal Environment with Lab *#	4
EOSC 431	Human Impacts on the Coastal Environment *	3
EOSC 433	Plankton Ecology *#	4

EOSC 434	Wetlands Ecology with Lab *#	4
EOSC 435	Wetlands Ecology *	3
EOSC 436	Marine Community Ecology with Lab *#	4
EOSC 437	Marine Community Ecology *	3
EOSC 438	Animal Behavioral Ecology with Lab *#	4
EOSC 439	Animal Behavioral Ecology *	3
EOSC 440	Mathematical Modeling in Ecology *#	4
EOSC 451	Biological Oceanography *#	4
EOSC 462	Biology of Fishes #	4
EOSC 465	Marine Mammals	3
Geo/Physical Courses:		
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 420	Introduction to Remote Sensing #	4
EOSC 450	Geological Oceanography #	4
EOSC 452	Environmental and Ocean Geochemistry #	4
EOSC 473	Climatology #	4
Interdisciplinary Courses with Biological Component:		
EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4
Or approved study abroad courses.		
A Biology minor is required for the Marine Ecology pathway (18 units):		
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
10 units of upper division Biology that must include:		10
BIOL 300	Genetics	
and/or		
BIOL 305	Ecology	

* Ecology courses
\# courses with lab

Upper Division units for Marine Ecology Pathway, 25-27 units
Total units for Marine Ecology Pathway, 60-62 units from EOSC major + additional 18 units for Biology Minor

Recommended Program of Study for Marine Ecology Pathway

First Year

Semester I		**Units**
EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150	Calculus I	4
CC or Electives		3-6
Semester II		
EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 152 & 152L	General Chemistry II	4
CC or Electives		6-9
Second Year		
Semester I		
EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
BIOL 240 & 240L	Bioenergetics and Systems	4
CHEM 301 & 301L	Organic Chemistry I	4
CC or Electives		3-6
Semester II		
EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
BIOL 242 & 242L	Genomes and Evolution	4
PHYS 136 & 136L	General Physics I	4
CC or Electives		3-6
Junior Year		
Semester I		
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
BIOL 300 or 305	Genetics Ecology	3
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		3-6
Semester II		
Pathway Electives*		7-8
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9
Senior Year		
Semester I		
Pathway Elective*		3-4
Upper Division Biology Course		3-4
EOSC 492	Advanced Research Synthesis	1
CC or Electives		6-9
Semester II		
Pathway Electives*		3-4
Upper Division Biology Course		3-4
EOSC 495	Senior Seminar	1
CC or Electives		6-9

* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

Environmental Science Pathway

Code	Title	Units
Prep for Major (35 units)		
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
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	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
or MATH 151	Calculus II	
or CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	

Additional recommended courses for students going to graduate school include: MATH 151, PHYS 137/PHYS 137L, CHEM 301/ CHEM 301L and CHEM 302/CHEM 302L.

Code	Title	Units
Upper Division Core (15 units)		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 314	Introduction to GIS	4
Capstone		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	
EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1
Upper Division Electives (17-20 units)		
Choose five courses: At least one from the Ecological group and at least three from the Geo/Physical group (the fifth course can be any EOSC science course). At least three of the five courses must include labs. One of the geo/physical electives can be interdisciplinary between geo/physical and biological or non-science topics. No more than one of the geo/physical electives can be taken abroad or transferred to USD.		
Geo/Physical Courses:		
EOSC 355	Environmental Chemistry [#]	3
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Advanced GIS [#]	4
EOSC 420	Introduction to Remote Sensing [#]	4
EOSC 450	Geological Oceanography [#]	4
EOSC 452	Environmental and Ocean Geochemistry [#]	4
EOSC 473	Climatology [#]	4
EOSC 474	History of the Earth and Climate with Lab [#]	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Environmental Health	3
EOSC 481	Natural Resources of Death Valley [#]	3
EOSC 485	Environmental Geology [#]	4
EOSC 487	Surface Water Hydrology [#]	4
EOSC 488	Geomorphology [#]	4
Ecological Courses:		
EOSC 400	Topics in Ecology	3-4
EOSC 430	Human Impacts on the Coastal Environment with Lab [#]	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology [#]	4
EOSC 434	Wetlands Ecology with Lab [#]	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab [#]	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab [#]	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology [#]	4
EOSC 451	Biological Oceanography [#]	4
Interdisciplinary Courses with Geo/physical Component:		
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4
Other EOSC Science Courses:		
EOSC 350	Invertebrate Zoology [#]	4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 462	Biology of Fishes [#]	4
EOSC 465	Marine Mammals	3
Or approved study abroad courses.		

[#]Courses with lab

Upper Division units for Environmental Science Pathway, 32-35 units

Total units for Environmental Science Pathway, 67-70 units

Recommended Program of Study for Environmental Science Pathway

First Year

Semester I		**Units**
EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
CHEM 151 & 151L	General Chemistry I	4-5
CC or Electives		4-9
Semester II		
EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 152 & 152L	General Chemistry II	4
MATH 150	Calculus I	4
CC or Electives		3-6

Second Year

Semester I		
EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
MATH 151, PHYS 136 ***and*** PHYS 136L, or CHEM 301 ***and*** CHEM 301L	Calculus II General Physics I General Physics I Lab Organic Chemistry I Organic Chemistry I Laboratory	4
CC or Electives		4-9
Semester II		
EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
PHYS 137 & 137L	General Physics II	4
CC or Electives		6-9
Junior Year		
Semester I		
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		4-9
Semester II		
EOSC 314*	Introduction to GIS	4
Pathway Elective*		3-4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9
Senior Year		
Semester I		
Pathway Electives*		6-8
EOSC 492	Advanced Research Synthesis	1
CC or Electives		6-9
Semester II		
Pathway Electives*		6-8
EOSC 495	Senior Seminar	1
CC or Electives		6-9

* For students enrolled in the BS/MS combined degree program, these courses can apply to both the BS and MS degree requirements (up to 12 units total), if chosen appropriately.

Combined Degree Program (BS/MS)

Undergraduates who are completing a BS degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BS. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BS degree requirements, then become graduate students during the subsequent fall semester. Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

For students enrolled in the combined degree program, below is a recommended program of study for the student's first year solely in the graduate program. For the undergraduate years, see the recommended programs of study for each pathway in the undergraduate program in Environmental and Ocean Sciences.

Recommended Program of Study - Graduate

First Year

Semester I		**Units**
EOSC 500	Core Seminar I	2
Graduate Science Course or Elective		3-4
EOSC 596	Research	3-4
Semester II		
EOSC 501	Core Seminar II	2
EOSC 596	Research	2-3
EOSC 596 or Elective		3-4
EOSC 597	Thesis	1

Note: Students who will not finish by the end of their first year in the MS program should take 8 units in semester II of the first graduate year and 0.5-1 unit of EOSC 597 each semester until they finish.

Environmental and Ocean Sciences Minor

Code	**Title**	**Units**
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
and one upper division science course (3-4 units) from the following list:		
EOSC 314	Introduction to GIS	4
EOSC 350	Invertebrate Zoology	4
EOSC 355	Environmental Chemistry	3
EOSC 400	Topics in Ecology	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Advanced GIS	4
EOSC 420	Introduction to Remote Sensing	4
EOSC 430	Human Impacts on the Coastal Environment with Lab	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology	4
EOSC 434	Wetlands Ecology with Lab	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab	4
EOSC 437	Marine Community Ecology	3

EOSC 438	Animal Behavioral Ecology with Lab	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology	4
EOSC 450	Geological Oceanography	4
EOSC 451	Biological Oceanography	4
EOSC 452	Environmental and Ocean Geochemistry	4
EOSC 462	Biology of Fishes	4
EOSC 465	Marine Mammals	3
EOSC 473	Climatology	4
EOSC 474	History of the Earth and Climate with Lab	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Environmental Health	3
EOSC 481	Natural Resources of Death Valley	3
EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4

Environmental Studies and Policy M inor

1st Pathway - Students not majoring in Environmental and Ocean Sciences

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
3 Upper-Division Elective Courses (9-10 units) from the lists below. At least two must be non-science courses		**9-10**

2nd Pathway - Students majoring in Environmental and Ocean Sciences (either Marine Ecology Pathway or Environmental Science Pathway)

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 305	Environmental Assessment Practices	3
or POLS 349	Politics and the Environment	
3 Upper-Division Elective Courses (9-10 units) from the lists below. At least two must be non-science courses		**9-10**

Code	Title	Units
Science Courses:		
EOSC 314	Introduction to GIS	4
EOSC 350	Invertebrate Zoology	4
EOSC 355	Environmental Chemistry	3
EOSC 400	Topics in Ecology	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Advanced GIS	4
EOSC 420	Introduction to Remote Sensing	4
EOSC 430	Human Impacts on the Coastal Environment with Lab	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology	4
EOSC 434	Wetlands Ecology with Lab	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology	4
EOSC 450	Geological Oceanography	4
EOSC 451	Biological Oceanography	4
EOSC 452	Environmental and Ocean Geochemistry	4
EOSC 462	Biology of Fishes	4
EOSC 465	Marine Mammals	3
EOSC 473	Climatology	4
EOSC 474	History of the Earth and Climate with Lab	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Environmental Health	3
EOSC 481	Natural Resources of Death Valley	3
EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4
Non-Science Courses:		
CHEM 356	Water Quality and Public Health in the Developing World	3
ECON 308	Environmental and Natural Resource Economics	3
EOSC 305	Environmental Assessment Practices	3
EOSC 404	Topics in Environmental Studies	3-4
HIST 370	U.S. Environmental History	3
PHIL 338	Environmental Ethics	3
PHIL 344	Environmental Justice	3
POLS 329	Law of the Sea	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3
SOCI 315	Health and Society	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 473	Sustainability: Sociological Perspectives	3
THRS 338	Faith & Environmental Justice	3
Interdisciplinary EOSC Courses:		
EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

Other approved upper division courses in ECON, ETHN, HIST, INST, PHIL, POLS, SOCI and THRS, and approved study abroad courses may satisfy program requirements as well. Consult the Environmental and Ocean Sciences department chair for approval. Students are reminded that courses in the minor may not also be counted toward the major.

EOSC 104 | NATURAL DISASTERS
Units: 3 Repeatability: No
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. Every semester.

EOSC 104L | NATURAL DISASTERS LAB
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Corequisites: EOSC 104
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, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

EOSC 105 | NATURAL DISASTERS WITH LAB
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
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 includes a weekly lab, in which students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

EOSC 110 | INTRODUCTION TO GEOSCIENCES
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
The objective of this course is to give students an introduction to planet Earth and the physical processes that operate inside solid Earth and on the surface. Topics include plate tectonics, earthquakes, volcanoes, Earth history, and mass extinction events. The geosphere (solid Earth) will be the focus, however, the atmosphere and hydrosphere are a critical connection. The study of planet Earth requires an interdisciplinary approach, and the geosciences have never been more critical to society than they are today. Making observations in the field is an integral component of geoscience so field trips are always a part of this course, which may include an overnight trip.

EOSC 111 | GEOSCIENCES ABROAD
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: International, Lab
Geoscience is the study of Earth's structure, its formation and evolution through time, the processes that shape its surface, and its interaction with humans. Geoscientists address critical issues such as mineral resources, water quality, natural hazards, energy, and climate. This course is a 4-unit lab course for non-majors, set outside of the United States. Students will be exposed to the fundamental concepts in geoscience, which are then applied in the field. Depending on the location of the study abroad course and the local geology, some concepts may be emphasized more than others, e.g., in Australia you may study the oldest rocks on the planet, in Nepal you may study the role of flooding in landscape formation. Students should be prepared to spend multiple hours outside, under varying weather conditions, and sometimes covering several miles of easy-moderate hiking.

EOSC 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY
Units: 3-4
Non-Core Attributes: Lab
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.

EOSC 114 | THE POWER OF MAPS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
Maps can provide important visual explanations of complex geographic information. This course introduces map design with an emphasis on graphic design and typography, reference map design and production, design principles, and contemporary issues and media. The lessons offer conceptual explorations of mapping sciences and arts, providing examples of well#designed (and sometimes poorly designed) maps that illustrate specific map-design principles and mapping techniques. The exercises offer experience in cartographic representation, graphic and web design, and map production. By the end of the semester, students will understand how and why maps are made, as well as have a practical skill set enabling them to visually communicate ideas. The objective of the class is to prepare students with the fundamental concepts necessary to display spatial information in a way that facilitates communication and understanding. This course is one of the requirements for the GIS certificate and fulfills the Core requirement for Quantitative Reasoning and may satisfy the Core First-Year Integration requirement when taught as an LLC or TLC course.

EOSC 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS
Units: 3 Repeatability: No
A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

EOSC 121 | LIFE IN THE OCEAN
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
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 science and technology inquiry area. This course will not satisfy the requirements of the environmental and ocean sciences major or minor. Three hours of lecture and one laboratory per week. Every semester.

EOSC 123 | ORGANISMS AND ECOSYSTEMS
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to organisms and environmental biology from an ecological perspective. Students will learn about fundamental principles of ecology, in addition to major groups of organisms and how the two are related. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture and one laboratory per week.

EOSC 170 | THE SCIENCE OF CLIMATE CHANGE
Units: 3 Repeatability: No
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.

EOSC 175 | GLOBAL SUSTAINABILITY AND CLIMATE CHANGE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
World leaders recognize that to promote prosperity while protecting the planet takes an organized ecosystem response. The health of our planet and how it responds to changes in climate is central to global sustainability. This course examines the principles of environmental sustainability through the lens of climate change. Using the United Nations Sustainable Development Goals as a framework we will explore anthropogenic climate-induced changes and their impact on biodiversity loss, food insecurity, changing rainfall and temperature patterns, emerging infectious diseases, depletion of soil and water resources, coral reef and fisheries decline, and access to clean water and sanitation. At the end of this course students will be able to describe connections between Earth's climate system, complex interactions in the environment, and the importance of science-based targets to meet the United Nations goal of "achieving a better and more sustainable future for all".

EOSC 220 | INTRODUCTION TO ATMOSPHERIC AND OCEAN SCIENCES
Units: 4 Repeatability: No
Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151) and ((EOSC 104 (Can be taken Concurrently) and EOSC 104L (Can be taken Concurrently)) or EOSC 105 (Can be taken Concurrently) or EOSC 110 (Can be taken Concurrently)) and (CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently))
An introduction to the physical and chemical processes of Earth's atmosphere and ocean. Topcis include the composition and structure of the atmosphere and ocean, chemistry and physics of seawater, atmospheric circulation, air-sea interactions, climate and weather, ocean circulation, waves, tides, and shorline processes. This course is intended for students majoring or minoring in environmental and ocean sciences. Three hours of lecture and one laboratory per week. Every semester.

EOSC 222 | ENVIRONMENTAL DATA ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: EOSC 123 and ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)
This course will provide an introduction to the fundamentals of experimental design and quantitative analysis of data in environmental sciences. Students will learn to form and test hypotheses through the lens of Environmental and Ocean Sciences using a number of basic statistical tests, including t-tests, ANOVA, linear regression, correlation, and non-parametric statistics. Specialized statistics may be covered in later class meetings. Students will learn the basics of using R to analyze data. This is a required course for all Environmental and Ocean Sciences majors. This course satisfies the Quantitative Reasoning area of the Core Curriculum. Three hours of lecture per week.

EOSC 294 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES
Units: 2-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity at the Lower-Division Level.

EOSC 300 | ENVIRONMENTAL ISSUES
Units: 3 Repeatability: No
Prerequisites: ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and EOSC 123
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.

EOSC 301 | RESEARCH APPLICATIONS IN ENVIRONMENTAL AND OCEAN SCIENCES
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123 and EOSC 220 and EOSC 222 (Can be taken Concurrently)
Students will be introduced to the research process and common laboratory and field sampling methods in environmental and ocean sciences, as well as the underlying principles and applications of these methods. Students will participate in hypothesis-based, interdisciplinary, hands-on research examining the spatial and temporal variability of biological, chemical, geological and physical factors within local environments. Written and oral scientific communication will be emphasized. Eight hours of combined laboratory, field and lecture per week.

EOSC 303 | ENVIRONMENTAL ISSUES ABROAD
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: EOSC 104 or EOSC 105 or EOSC 110 or EOSC 123
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. This course may be taught in various countries outside the US.

EOSC 305 | ENVIRONMENTAL ASSESSMENT PRACTICES
Units: 3 Repeatability: No
Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123
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.

EOSC 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.

EOSC 314 | INTRODUCTION TO GIS
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: (EOSC 104 or EOSC 110 or EOSC 123) and (MATH 115 or MATH 130 or MATH 133 or MATH 150 or MATH 151)
Introduces the use of maps as an analytical tool, together with the history, theory, and operation of Geographic Information Systems (GIS). Includes an introduction to maps, data sources, database design, data input, spatial analysis, and map production. Offers valuable preparation for careers in geology, geography, geographic information systems, urban planning, marketing, environmental science, conservation biology, engineering, and numerous other fields. Laboratory exercises will use ArcGIS software. Three hours of lecture and one laboratory per week. Every semester.

EOSC 340 | MARINE ENVIRONMENT
Units: 3-4
Prerequisites: (EOSC 104 and EOSC 104L or EOSC 109 or EOSC 110) and (BIOL 221 and BIOL 221L or EOSC 112 or EOSC 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.

EOSC 350 | INVERTEBRATE ZOOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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.

EOSC 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.

EOSC 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.

EOSC 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.

EOSC 400 | TOPICS IN ECOLOGY
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in ecology.

EOSC 401 | TOPICS IN ENVIRONMENTAL BIOLOGY
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in environmental biology.

EOSC 402 | TOPICS IN MARINE GEO/PHYSICAL/CHEMICAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in marine geo/physical/chemical science.

EOSC 403 | TOPICS IN GEO/PHYSICAL/CHEMICAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in geo/physical/chemical science.

EOSC 404 | TOPICS IN ENVIRONMENTAL STUDIES
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in environmental studies.

EOSC 405 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL BIOLOGY/STUDIES
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in interdisciplinary environmental biology and studies.

EOSC 406 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in interdisciplinary environmental science.

EOSC 415 | ADVANCED GIS
Units: 4 Repeatability: No
Prerequisites: EOSC 313 or EOSC 314 or ARCH 360
Expands on EOSC 314 (Introduction to GIS) and includes more advanced GIS functions and applications using a project-based approach. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and project development and implementation. Laboratory exercises will use ArcGIS software. This course combines lecture and laboratory work in two meetings per week. Every other spring semester.

EOSC 420 | INTRODUCTION TO REMOTE SENSING
Units: 4 Repeatability: No
Prerequisites: EOSC 313 or EOSC 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. Requires at least one course in physical science, or consent of the instructor.

EOSC 422 | TOPICS IN GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: EOSC 313 or EOSC 314
Expands on EOSC 314 (Maps and Spatial Data) and EOSC 415 (GIS) to include more advanced GIS functions and specific applications. Possible topics include Python programming in GIS, Geodatabases, GIS for Environmental & Social Justice, GIS for Hazards Assessment and Disaster Management, Community GIS, GIS and conservation, to name a few. The course will use ArcGIS software.

EOSC 430 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Laboratory projects will have both field and laboratory components and will examine the impacts of coastal pollution in San Diego. Students may not receive credit for taking both EOSC 430 and EOSC 431.

EOSC 431 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine the structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Students may not receive credit for taking both EOSC 430 and EOSC 431.

EOSC 433 | PLANKTON ECOLOGY
Units: 4 Repeatability: No
Prerequisites: MATH 150 or MATH 151 and (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

EOSC 434 | WETLANDS ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 434 and EOSC 435.

EOSC 435 | WETLANDS ECOLOGY
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 434 and EOSC 435.

EOSC 436 | MARINE COMMUNITY ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. In lab, students become familiar with various ecological sampling methods and experimental design, and are exposed to the diversity of coastal marine environments in the San Diego area. Students may not receive credit for taking both EOSC 436 and EOSC 437.

EOSC 437 | MARINE COMMUNITY ECOLOGY
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. Students may not receive credit for taking both EOSC 436 and EOSC 437.

EOSC 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 438 and EOSC 439 or for taking both EOSC 438 and PSYC 344. Cross-listed with BIOL 438.

EOSC 439 | ANIMAL BEHAVIORAL ECOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 439 and EOSC 438 or EOSC 439 and PSYC 344. Cross-listed with BIOL 439.

EOSC 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

EOSC 450 | GEOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
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. (fall semester).

EOSC 451 | BIOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Prerequisites: EOSC 301 or BIOL 309
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.

EOSC 452 | ENVIRONMENTAL AND OCEAN GEOCHEMISTRY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently) and CHEM 152 and CHEM 152L
Why do plankton need dust to survive? How are metals transported through the environment? This course incorporates foundational chemical principles such as thermodynamics, redox, bonding, and equilibrium, as applied to chemical processes observed at the Earth's surface. Students will learn how rivers, rain, groundwater, and oceans differ in chemical composition and the processes that control their chemistry. An understanding of environmental mineralogy is required to predict contaminant transport in soil, groundwater and marine environments. We will also investigate biogeochemical cycles (e.g., nitrogen, sulfur, phosphorous) and the impacts of human perturbations on these cycles. Labs will use analytical equipment to measure nutrients, metals, and major ion water composition from ongoing geochemical research projects. This course usually includes a multi-day field trip.

EOSC 462 | BIOLOGY OF FISHES
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301 (Can be taken Concurrently)) or BIOL 305 (Can be taken Concurrently)
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. Three hours of lecture and one laboratory per week.

EOSC 465 | MARINE MAMMALS
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305
An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned.

EOSC 473 | CLIMATOLOGY
Units: 4 Repeatability: No
Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)
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.

EOSC 474 | HISTORY OF THE EARTH AND CLIMATE WITH LAB
Units: 4 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. The laboratory will introduce students to methods and techniques used in historical geology and paleoclimatology focusing on the geological history of southern California. The laboratory may include weekend field trips. Students may not receive credit for taking both EOSC 474 and EOSC 475.

EOSC 475 | HISTORY OF THE EARTH AND CLIMATE
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. Students may not receive credit for taking both EOSC 474 and EOSC 475.

EOSC 480 | ENVIRONMENTAL HEALTH
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
Environmental health refers to those aspects of human health and disease that are determined by factors in the environment. It is based on the premise that everything we are exposed to in our environment through food, air, and water, has a direct effect on the health of individuals and populations. We will discuss pathways of exposure, such as inhalation of dust from mining operations, contact with soil toxins, and consumption of crops irrigated with contaminated groundwater. Concepts of environmental epidemiology and toxicology will be introduced along with the unifying approach of One Health that recognizes the need to balance the health of people, animals, and the environment in order to remain within sustainable planetary health boundaries. Through a series of historical and modern case studies we may learn how groundwater in southeast Asia has led to the largest mass poisoning in history, the health impacts from groundwater-PFAS exposure, and the reason for a cluster of cancer cases in the small town of Hinkley, CA. By the end of this course students will have a solid foundation on the connection between the environment, modern environmental change, and human health.

EOSC 481 | NATURAL RESOURCES OF DEATH VALLEY
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
One of the hottest locations on Earth, Death Valley is a land of extremes. Extreme heat in the below-sea level basin is contrasted with snow-capped mountains on the surrounding peaks. Vast, dry, swaths of arid, salty landscapes harbor lush oases of hot springs and isolated populations of desert fish. This unique desert landscape was formed by tectonic processes – crustal rifting – and provides the backdrop for two contrasting human interactions with the environment: historic extraction of the natural resources unique to this geologic setting, and its modern-day protective designation as a National Park. How did extraction of metals and borax support settlement in Death Valley? When did the last mine close? How does water, the most fundamental resource required for human survival, influence the landscape and human history of this driest place in the United States? This course explores the interaction between humans and the unique desert environment of Death Valley, CA. We will examine the tectonic processes that produced the modern landscape and climate of Death Valley and how these geologic processes led to the formation of natural resources (metals, borax, gypsum). Surface water and groundwater resources were- and continue to be- an integral component of this desert ecosystem; groundwater feeds hot springs, evaporating rainwater forms salt crystals, and rain events lead to further desert sculpting and disruption to Park infrastructure. This course builds on fundamental principles covered in EOSC 105/110 with an emphasis on the interaction between humans and their environment. A significant amount of time (approximately 5 days) will be spent visiting Death Valley during Spring break, which is a mandatory field trip requirement for this course.

EOSC 482 | COASTAL PROCESSES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
The coast – where the land meets the sea – is a dynamic zone, shaped by atmospheric, oceanic, and geologic forces. We'll explore the coastal zone and the different processes that shape the coast – waves, tides, coastal currents, sediment and water fluxes, and global climate change. We'll also discuss some of the ways that human activity interacts with these processes. San Diego is the perfect outdoor laboratory to demonstrate many of these processes. Three hours of lecture and one laboratory per week.

EOSC 485 | ENVIRONMENTAL GEOLOGY
Units: 4 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and EOSC 300 (Can be taken Concurrently)
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.

EOSC 487 | SURFACE WATER HYDROLOGY
Units: 4 Repeatability: No
Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)
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.

EOSC 488 | GEOMORPHOLOGY
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

EOSC 490 | UNDERGRADUATE LABORATORY ASSISTANT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Assist laboratory instructor in all aspects of a Environmental and Ocean Sciences laboratory.

EOSC 491 | GIS CAPSTONE
Units: 1 Repeatability: No
Non-Core Attributes: Experiential
This one-credit, capstone course is designed for GIS certificate students to create and present their capstone GIS project. Working in coordination with their project advisor and the capstone instructor they will finalize their GIS project, create a Story Map to link in their resume, and present their work. The final project product should serve as a portfolio of what students have accomplished in the GIS certificate program. Instructor approval is required.

EOSC 492 | ADVANCED RESEARCH SYNTHESIS
Units: 1 Repeatability: No
Prerequisites: (EOSC 496 or EOSC 498 or EOSC 499) and EOSC 301 (Can be taken Concurrently)
This 1-unit course serves as the synthesis of your research or internship experience in Environmental and Ocean Sciences allowing you to demonstrate mastery of the scientific research process. In this course you will learn how to develop an appropriate research question that can be effectively investigated using tools appropriate to the Environmental and Ocean Sciences. These tools may include data collected through appropriate lab and field methods (e.g., through independent research with faculty, an internship, or a research experience abroad) and/or data mining methods (e.g., finding data from databases or other studies to answer your research question). You will demonstrate mastery of the research process by drawing on previous coursework in Environmental and Ocean Sciences such as EOSC 222 Environmental Data Analysis, EOSC 301 Research Applications in Environmental and Ocean Sciences, and the fundamentals of Environmental and Ocean Sciences as learned in your lower division and elective classes. This course prepares you for your final capstone experience, EOSC 495 Senior Seminar, where you will orally present your work as the culminating experience of your Environmental and Ocean Sciences major.

EOSC 494 | SPECIAL TOPICS: ENVIRONMENTAL AND OCEAN SCIENCES
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity.

EOSC 495 | SENIOR SEMINAR
Units: 1 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: EOSC 492
The objective of Senior Seminar is to learn the basic techniques for making a professional presentation in Environmental and Ocean Sciences. Students will work closely with their instructor to put together a poster presentation on a topic of their choice that reflects their major pathway. Each student will present their final poster to the public during a formal poster session. Lecturing will be minimal. Additional smaller assignments throughout the semester will help students develop skills related to communicating scientific information. Enrollment for credit is limited to, and required of, all senior students majoring in Environmental and Ocean Sciences. Restricted to EOSC Concentrations (All Pathways).

EOSC 496 | RESEARCH
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Environmental and Ocean Sciences Studies.

EOSC 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Experience in the practical and experimental application of environmental and ocean sciences. Students will be involved in projects conducted by researchers, 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 Internship instructor or the chair of Environmental and Ocean Sciences. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Every semester.

EOSC 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Independent study designed for individual student needs.

GIS Certificate

See GIS Certificate (p. 154).

Ethnic Studies

Chair

Alberto López Pulido, PhD

Core Faculty

Josen Diaz, PhD

May Fu, PhD

Angel Hinzo, PhD

Jesse Mills, PhD

Gail Perez, PhD, Emerita

Affiliated Faculty

Jamall Calloway, PhD, Theology and Religious Studies

Michelle Madsen Camacho, PhD, Sociology

Evelyn Diaz Cruz, MFA, Theatre

Cory Gooding, PhD, Political Science and International Relations

Channon Miller, PhD, History

Thomas E. Reifer, PhD, Sociology

Sandra Sgoutas-Emch, PhD, Psychological Sciences

T.J. Tallie, PhD, History

Karen Teel, PhD, Theology and Religious Studies

The Ethnic Studies Major

The Department of Ethnic Studies is a vibrant, interdisciplinary program that examines the historical, cultural and social dynamics of race and ethnicity in the United States using comparative, intersectional, transnational, and decolonizing methods. We acknowledge that USD is built on Kumeyaay Indigenous homelands and are especially committed to engaging decolonizing methodologies. Our academic and community-based knowledge curriculum addresses the lives, labor, and cultures of communities of color through ethnic-specific and comparative lenses while inviting students to engage with power, equity, and social justice issues in applied ways. We aim to bridge academic and community knowledges in order to serve the needs of local, tribal, and trans/national communities. Our majors are well prepared for careers in law, education, business, social work, counseling, public health, politics, and graduate study in ethnic studies and related fields.

Preparation for the Major

Code	Title	Units
Lower-Division Courses		
ETHN 100	Intro to Ethnic Studies	3
Select two of the following:		6
ETHN 220	Introduction To African-American Studies	
ETHN 230	Introduction To American Indian Studies	
ETHN 240	Introduction To Chicano/Latino Studies	
ETHN 250	Introduction To Asian American Studies	
ETHN 294	Special Topics in Ethnic Studies	
Total Units		**9**

Major Requirements

The major is interdisciplinary and requires 24 units of upper-division coursework. All students must:

- take at least two courses from different ethnic-specific core course areas not covered at the Lower-Division Level.
- and at least two courses from the Comparative Ethnic Studies core course area (360-369, or 460-469),
- Coursework will culminate in the capstone course, ETHN 495, a community-based research seminar.

Additional courses generated each semester by the department may also be applicable.

The curriculum layout is as follows:

Code	Title	Units
Core Course Areas		
Select at least one course from each of two different ethnic-specific areas below:		6
African American Studies		
ETHN 321C	African American Panethnicity	
ETHN 322	African American Civil Rights	
ETHN 323	African American Music and Culture	
American Indian Studies		
ETHN 331	Gender in Native America	
ETHN 332	American Indian Health and Spirituality	
ETHN 333	Indigenous Decolonization	
Chicano/Latino Studies		
ETHN 343	Chicano San Diego	
Asian American Studies		
ETHN 355	Asian American Social Movements	
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	
ETHN 366	Race and Performance	
ETHN 367	Race and Globalization	
Electives		12
Four ETHN courses (12 units), at least nine units must be upper-division		
Capstone Course		
ETHN 495	Capstone Seminar	3
Total Units		**27**

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:

Code	Title	Units
ETHN 100	Intro to Ethnic Studies	3
Select one of the following:		3
ETHN 220	Introduction To African-American Studies	
ETHN 230	Introduction To American Indian Studies	
ETHN 240	Introduction To Chicano/Latino Studies	
ETHN 250	Introduction To Asian American Studies	
12 units of elective coursework [1]		12

[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.

ETHN 100 | INTRO TO ETHNIC STUDIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1
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. Students may not receive credit for taking both ETHN 100D and ETHN 100.

ETHN 220 | INTRODUCTION TO AFRICAN-AMERICAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 220D. Students may not receive credit for completing both ETHN 220D and 220.

ETHN 230 | INTRODUCTION TO AMERICAN INDIAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 230D. Students may not receiver credit for taking both ETHN 230D and ETHN 230.

ETHN 240 | INTRODUCTION TO CHICANO/LATINO STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 240D. Students may not receiver credit for taking both ETHN 240D and ETHN 240.

ETHN 250 | INTRODUCTION TO ASIAN AMERICAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, literature, and culture to understand historical and contemporary problems and conditions facing Asian Americans. Banner equivalent to ETHN 250D. Students may not receiver credit for taking both ETHN 250D and ETHN 250.

ETHN 294 | SPECIAL TOPICS IN ETHNIC STUDIES
Units: 0.5-4 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
Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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 Repeatability: No
This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of soul 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 333 | INDIGENOUS DECOLONIZATION
Units: 3
Indigenous studies scholars use the term “decolonization” to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

ETHN 343 | CHICANO SAN DIEGO
Units: 3 Repeatability: No
This course explores Chicano/Latino experiences in San Diego and the U.S. Borderlands. It examines how racial and ethnic identities are shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform Chicano/Latino cultures and communities.

ETHN 355 | ASIAN AMERICAN SOCIAL MOVEMENTS
Units: 3
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Units: 3
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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 367 | RACE AND GLOBALIZATION
Units: 3
Core Attributes: Global Diversity level 2
This course offers a transnational perspective to the study of race, colonialism, power, society, and social justice. Investigating issues of global migration, labor, neoliberal economics, and national security, it both contextualizes and challenges popular understandings of globalization.

ETHN 494 | SPECIAL TOPICS IN ETHNIC STUDIES
Units: 0.5-4 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 495 | CAPSTONE SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Non-Core Attributes: Community Engagement
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 498 | INTERNSHIP IN ETHNIC STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Practical experience in applied ethnic studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as community based organizations, grassroots leadership and organizing efforts, government agencies, and community partners of the Ethnic Studies Department. 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 or chair 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 Ethnic Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major.

ETHN 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Diversity-Pre F17 CORE
Individual study and written research.

Film Studies

Program Directors

Victoria Fu, MFA, Art, Architecture + Art History

Eric Pierson, PhD, Communication Studies

Affiliated Faculty

Ryan Abrecht, PhD, History

Hugh Burkhart, MA, MLS, Copley Library

Mary Hotz, RSCJ, PhD, English

Mei Yang, PhD, Languages, Cultures and Literatures

Sally Yard, PhD, Art, Architecture + Art History

The Film Studies minor includes an interdisciplinary study of film across departments. This approach is particularly apt, given film's status as a diverse and multivalent cultural and aesthetic form. The program includes multiple disciplines and is transnational in scope, giving the study of film a breadth and richness that is impossible to provide within just a single department. This approach also helps students to develop a critical literacy of many types of moving image media, as film today can no longer be singularly defined as the Hollywood feature film.

The intellectual and academic study of film is almost as old the medium itself. Early filmmakers engaged in scholarly writings about the practice and philosophy of cinema. Pioneering practitioners engaged in the public justification and legitimacy of the emerging art. Film clubs and societies developed around the world to publish film-centered discussions of the new art. As the discussions progressed and spread to university courses and programs, distinctive models of film theory and criticism emerged as well as an idiosyncratic language of film. The new study of film established paradigms able to illuminate the human condition in unique and compelling ways. The value of film studies is now widely recognized and the intellectual discussion of film is firmly embedded in curriculum of most universities.

Students are required to complete two Film Studies courses and 12 additional units from at least two different departments in the College of Arts and Sciences.

The Film Studies Minor

18 units total, including at least 9 upper-division units. The minor requires two Film Studies courses (FILM 101, FILM 301). The other four courses must be taken from at least two of the following departments: Art, Architecture + Art History; Communication; English; History; and Languages, Cultures and Literatures.

Code	Title	Units
Students are required to take the following:		
FILM 101	Introduction to Cinema	3
or ARTH 144	Introduction to Cinema	
FILM 301	Introduction to Film Theory	3
Select at least 12 units from the following list. Courses must be taken from at least two different departments. At least six units must be upper-division.		12
Art, Architecture + Art History		
ARCH 355	Architecture, Film & Media: The Space of the Screen	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 357	Global Film and 'Asia'	
ARTH 358	Mexican Cinema	
ARTV 104	Introduction to Animation	
ARTV 108	Introduction to Film / Video	
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Topics in Film / Video	
ARTV 323	Film and the Female Gender	
ARTV 324	Intermediate / Advanced Film / Video	
ARTV 355	Architecture, Film & Media: The Space of the Screen	
Communication		
COMM 321	Advanced Video Production	
COMM 432	Film and Cultural Politics	
COMM 433	American Independent Cinema	
COMM 434	Documentary Film	
COMM 437	Writing for Screen Media	
English		
ENGL 372	Film Studies	
History		
Some HIST offerings may be film courses. See below.		
Languages, Cultures and Literatures		
CHIN 347	Chinese Cinema:Postsocialism and Modernity	
ITAL 403	Studies in Italian Film	
SPAN 430	Studies in Hispanic Film	
Total Units		**18**

Additional courses may be used to satisfy the elective requirement in the Film Studies minor, if the topic is appropriate. Examples include: ARTH 494, COMM 494, ENGL 385, FREN 394, HIST 155, HIST 362, HIST 375, LANG 194, SPAN 427. Consult the Program Director for information about these courses.

FILM 101 | INTRODUCTION TO CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

FILM 301 | INTRODUCTION TO FILM THEORY
Units: 3 Repeatability: No
Prerequisites: FILM 101 or ARTH 144
A survey of the major concepts of film theory, this course emphasizes the ways that film engages the viewer through form, social meaning and the particularities of the brain and bodily senses. Screenings, lectures and texts examine the aesthetic, social, philosophical and psychological aspects of the cinematic medium, and include examples reflecting a transnational approach.

GIS Certificate

Program Director

Suzanné Walther, PhD, Environmental and Ocean Sciences

Affiliated Faculty

Diana Chen, PhD, Integrated Engineering

Marcus Lam, PhD, Leadership Studies

Andrew Narwold, PhD, Economics

Soydan Polat, MS, Art, Architecture + Art History

Zhi-Yong Yin, PhD, Environmental and Ocean Sciences

Geographic Information Systems (GIS) store, analyze, visualize, manipulate, access, and communicate data that are connected to physical locations (space) and through time. GIS software and theory are pervasive in our everyday lives. Spatial and temporal data are utilized in numerous ways in almost every field and industry, including, but not limited to, the natural and social sciences, federal, state, and municipal agencies, and business intelligence. GIS is used to aid important tasks ranging from locating and cataloging features, to addressing problems related to land use, natural resources, and a large variety of scientific and social issues.

The GIS Certificate

Code	Title	Units
Fundamental Competency (6-7 units)		
EOSC 114	The Power of Maps	3
EOSC 314	Introduction to GIS	3-4
or ARCH 360	Introduction to Spatial Data Analysis and GIS	
or ECON 376	GIS Applications in Business	
Applications of GIS across the Curriculum (3-4 units); one of the following:		3-4
EOSC 473	Climatology	
EOSC 487	Surface Water Hydrology	
EOSC 488	Geomorphology	
GENG 383	Cities, communities, organizations, and urban design using GIS	
Advanced Courses (7-8 units)		
EOSC 415	Advanced GIS	4
EOSC 420	Introduction to Remote Sensing	3-4
or EOSC 422	Topics in Geographic Information Systems (GIS)	
Capstone (1 unit)		
EOSC 491	GIS Capstone	1
Total Units		**17-20**

Additional courses may be used to satisfy the Applications of GIS across the Curriculum requirement, depending on the topic. Examples include ARCH 302 and EOSC 494. Consult the Program Director for information about these courses.

No more than 50% of the units used to satisfy the requirements for a certificate program may also be used to fulfill requirements for an academic major or minor.

History

Chair

Michael Gonzalez, PhD

Faculty

Ryan Abrecht, PhD

Thomas Barton, PhD

Colin Fisher, PhD

Molly McClain, PhD

Channon Miller, PhD

Clara Oberle, PhD

Kenneth P. Serbin, PhD

Kathryn Statler, PhD

T.J. Tallie, PhD

Yi Sun, PhD

Explore the past, understand the present and plan for the future in a global society.

The outstanding faculty in the history department are not only innovative researchers but excellent and inspiring teachers dedicated to helping students master important skills that will serve them for the rest of their life. In the history major, USD students learn how to write and speak with precision, use evidence effectively, make convincing arguments and place current events in historical context.

After graduating, USD history majors have gone on to graduate programs in law, business, medicine, urban planning, and history. They have also used their history degree to pursue successful and rewarding careers in law, business, teaching (at the college, high school, and elementary school levels), public service (including politics, public administration, foreign service, public policy analysis, public health, and urban planning) and museum historical preservation work.

The History Major

Code	Title	Units
Lower-Division Preparation for the Major (9 units)		
Select 6 units of lower-division history classes:		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 115	Topics in War and Peace in Historical Perspective	
HIST 116	War and Peace in the Modern World	
HIST 117	U.S. History to 1877	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 125	Race and Ethnicity in the American Experience	
HIST 126	American Women in History	
HIST 128	African American History	
HIST 130	East Asia in Transformation	
HIST 135	Topics in the History of Culture and Identity	
HIST 140	Modern Europe	
HIST 145	Topics in Urban History	
HIST 150	Topics in Comparative History	
HIST 155	Topics in History, Literature, and Film	
HIST 160	Topics in History of Science and Technology	

HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 172	Fundamentals of Africana Studies I	
HIST 180	Great Moments in Time	
HIST 194	Special Topics in History	
The Historian's Craft Requirement		
Take this class your sophomore year		
HIST 200	The Historian's Craft	3
Upper-Division Major Requirements (28 units)		
Select 21 units of upper-division history courses		21
Junior Seminar Requirement		
The following course should be taken during the junior year:		
HIST 300	Junior Seminar	3
Senior Thesis Requirement		
The following courses must be taken consecutively during the senior year (if you plan on graduating in December, please speak to your advisor):		
HIST 490	Introduction To Senior Seminar	1
HIST 495	Senior Research Seminar	3
U.S. History Requirement		
Students must take at least one lower-division or upper-division class in US history.		
HIST 117	U.S. History to 1877	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 125	Race and Ethnicity in the American Experience	
HIST 126	American Women in History	
HIST 128	African American History	
HIST 192	Topics in U.S. History	
HIST 339	Americans in Paris through War and Peace	
HIST 349	The Vietnam Wars	
HIST 370	U.S. Environmental History	
HIST 372	United States-East Asia Relations	
HIST 373	Armed Conflict and American Society	
HIST 374	Civil War and Reconstruction	
HIST 375	Topics in U.S. History	
HIST 376	U.S. Foreign Relations in the Long 19th Century	
HIST 377	Twentieth Century U.S. Foreign Relations	
HIST 380	History of the American West	
HIST 381	American Indian History	
HIST 383	Chicano/a/x History	
HIST 385	African American Women's History	
HIST 388	Art and Architecture in California	
HIST 389	History of California	
HIST 392	History in the Community	
HIST 393	Museum Studies and Historic Preservation	
Geographic Requirements		
Students must take at least one lower-division or upper-division class in at least three of the seven geographical areas: Latin America/Caribbean; Europe; Africa; Middle East/South Asia; East Asia; Oceania; Global/ Transnational.		
Latin America/Caribbean		
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 363	History of Brazil	
HIST 382	The Spanish Southwest	
HIST 383	Chicano/a/x History	
HIST 384	History of Mexico	
HIST 389	History of California	
Europe		
HIST 103	The Medieval World	
HIST 140	Modern Europe	
HIST 191	Topics in European History	
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 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 333	Europe 1600-1800	
HIST 335	The Victorians in Literature & Film	
HIST 339	Americans in Paris through War and Peace	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 343	History of Germany Since 1945	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 348	France in Revolution and War	
HIST 350	England 1348-1688: Plague to Revolution	
HIST 351	Modern Britain	
HIST 352	Victorian Britain and the World	
HIST 353	Topics in Russian and East European History	
HIST 354	History of Spain	
Africa		
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 172	Fundamentals of Africana Studies I	
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging	
Middle East/South Asia		
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 355	Ancient Near East	
HIST 359	Modern Middle East	
East Asia		
HIST 130	East Asia in Transformation	
HIST 349	The Vietnam Wars	
HIST 364	Topics in Asian History	
HIST 365	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	

HIST 372	United States-East Asia Relations	
Oceania		
HIST 109	The Pacific World, 1500-1800	
Global/Transnational		
HIST 102	The Ancient World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
HIST 110	World History Topics	
HIST 115	Topics in War and Peace in Historical Perspective	
HIST 116	War and Peace in the Modern World	
HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 190	Topics in World History	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging	
HIST 340	World War I	
HIST 341	World War II	
HIST 373	Armed Conflict and American Society	
HIST 376	U.S. Foreign Relations in the Long 19th Century	
HIST 377	Twentieth Century U.S. Foreign Relations	
HIST 378	The History of World War I and World War II through Literature and Film	
HIST 352	Victorian Britain and the World	
Total Units		**37**

Students should plan their upper-division courses in consultation with their major advisor.

Students can choose to do an internship (HIST 398, HIST 498) at one of the many museums and historical societies located in San Diego, or they can work as a research assistant (HIST 496) on a faculty project. Students can also opt to take an Independent Study (HIST 499), a tutorial with a faculty member on a specialized topic. These three classes can be taken for one, two, or three units. Students interested in teaching as a career should take (HIST 492), one unit of history tutoring in City Heights.

At least 15 of the 28 upper-division units must be taken at USD. No more than 6 non-USD units taken abroad will be accepted for credit toward the history major.

Recommended Program of Study, History

Freshman Year

Semester I		**Units**
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	The Historian's Craft	3
CC or electives		12-13
Upper Division HIST		3
Semester II		
CC or electives		15-16
Upper Division HIST		6
Junior Year		
Semester I		
Upper Division HIST		6
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	1
Upper Division HIST		3
CC or electives		9
Semester II		
HIST 495	Senior Research Seminar	3
Upper Division HIST		3
Electives		9

The History Minor

Code	Title	Units
Choose courses in consultation with a faculty advisor in History		
Select 6 units of lower-division HIST courses		6
Select 12 units of upper-division HIST courses		12

Note: For graduate courses in History, or a Master of Arts in Teaching (MAT), see the current Graduate Catalog.

HIST 102 | THE ANCIENT WORLD
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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
Core Attributes: Historical Inquiry area
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
Core Attributes: Historical Inquiry area
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
Core Attributes: Historical Inquiry area
This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

HIST 110 | WORLD HISTORY TOPICS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
This course focuses on a particular topic in world history. Students may repeat the course for credit when the topic changes.

HIST 115 | TOPICS IN WAR AND PEACE IN HISTORICAL PERSPECTIVE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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. Students may repeat the course for credit when the topic changes.

HIST 116 | WAR AND PEACE IN THE MODERN WORLD
Units: 3
Core Attributes: Historical Inquiry area
The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and burdened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the modern world. (Meets lower division requirement for the Peace and Justice Studies minor).

HIST 117 | U.S. HISTORY TO 1877
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 Repeatability: No
Core Attributes: Historical Inquiry area
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)
Core Attributes: Historical Inquiry area
This course focuses on a particular topic in U.S. History.

HIST 121 | AFRICA TO 1800
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Examination of the history and historiography of Africa from the origins of humankind to the abolition of the trans- Atlantic slave trade. Topics include human evolution in Africa, development of agriculture and pastoralism, ancient civilizations of the Nile, African participation in the spread of Christianity and Islam, empires of West Africa, Swahili city-states, and African participation in the economic and biological exchanges that transformed the Atlantic world.

HIST 122 | AFRICA SINCE 1800
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Examination of the history and historiography of Africa from the abolition of the trans-Atlantic slave trade to the present. Topics include precolonial states and societies, European colonial intrusions and African responses, development of modern political and social movements, decolonization, and the history of independent African nation-states during the Cold War and into the 21st century.

HIST 125 | RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area, Domestic Diversity level 1
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 126 | AMERICAN WOMEN IN HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 1
This course seeks to explore women's history in the United States with an eye toward the cultural, social, economic, and political realities of women of color. With a particular focus on Native American, Latina American, African American, and Asian American women, the course explores ways the makings and manifestations of gender and womanhood in America when race, ethnicity, and nationality are markers of inequality. Drawing from the accounts of women of color, coupled with a variety of scholarly, literary, and visual texts the course investigates the various power structures that have long regulated their lives and the ways in which these systems of oppression evolve and shift as they cross ethnic lines. Critically important, the course grapples with how women of color have imagined, voiced, and crafted spaces of resistance, freedom, and justice. Across a range of epochs that extend from the 16th to the 21st centuries we will trace this history by way of the following themes: "Colonization and Bondage," "Migration, Exiles, and Citizenship," "Labor," "Sexual Violence," "Motherhood and Reproduction," "Civil Rights and Feminism," as well as "Culture.".

HIST 128 | AFRICAN AMERICAN HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 1
This course examines the history of African Americans from the ascendance of slavery on the West African coast to black life on the contemporary racial landscape. Who are African Americans? What realities, socio-political ideologies, and cultural practices ground African-descended people? How has and does inequality unfold in the lives of African Americans and systematic mechanisms catapult their perpetual marginalization? Through what means have black communities resisted oppression and how have these methods changed overtime? How do the positionalities of African Americans evolve across gender, class, ethnic, and regional lines? What does the black experience reveal about the pronounced American values of racial transcendence, as well as master historical narratives? How have African Americans created and influenced the contours of American society? Together, we will strive to answer these questions. Together, we will concern ourselves with the fullness of black humanity.

HIST 130 | EAST ASIA IN TRANSFORMATION
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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. ìopeningî 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 135 | 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. Students may repeat the course for credit when the topic changes.

HIST 140 | MODERN EUROPE
Units: 3
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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 145 | TOPICS IN URBAN HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Historical Inquiry area
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. Students may repeat the course for credit when the topic changes.

HIST 150 | TOPICS IN COMPARATIVE HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: History-Pre F17 CORE
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." Students may repeat the course for credit when the topic changes.

HIST 155 | TOPICS IN HISTORY, LITERATURE, AND FILM
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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," "Modern China in Film," and "Ancient Greece (or Rome) in Literature and Film," among others.

HIST 160 | TOPICS IN HISTORY OF SCIENCE AND TECHNOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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." Students may repeat the course for credit when the topic changes.

HIST 170 | BIG HISTORY: FROM COSMOS TO CANNIBALS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 | MODERN WORLD HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 172 | FUNDAMENTALS OF AFRICANA STUDIES I
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with AFST 100.

HIST 180 | GREAT MOMENTS IN TIME
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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.

HIST 190 | TOPICS IN WORLD HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in World History. Students may repeat the course for credit when the topic changes.

HIST 191 | TOPICS IN EUROPEAN HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in European History. Students may repeat the course for credit when the topic changes.

HIST 192 | TOPICS IN U.S. HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in U.S. History. Students may repeat the course for credit when the topic changes.

HIST 194 | SPECIAL TOPICS IN HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Special Topics in History. Students may repeat the course for credit when the topic changes.

HIST 200 | THE HISTORIAN'S CRAFT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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 10-15 page research paper due at the end of the semester.

HIST 300 | JUNIOR SEMINAR
Units: 3 Repeatability: No
Prerequisites: HIST 200
The Junior Seminar is a required class for Junior History majors and minors who have already taken History 200. The Junior Seminar will be offered once in the Fall and once in the Spring. History Faculty will take turns offering the Junior Seminar and they will determine the course content. The Junior Seminar will afford students the opportunity to read the great works from the instructor's field of interest. The Junior Seminar will re-create the ambience of a graduate seminar and the students will be expected to produce work of the highest quality. The Junior Seminar will refine the rudiments of good writing that the students learned in History 200 and prepare students for writing and researching the senior thesis.

HIST 302 | HISTORY OF SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course aims to study the history of the country of South Africa with particular attention to both the uniqueness and the commonalities of its colonial history with other settler societies. Unlike other Anglophone settler colonies, South Africa never reached a demographic majority where white settlers became predominant. Instead, European settlers made fragile alliances against the African and Indian populations in their midst, solidifying a specific form of minority settler rule. This rule was crystallized in the near half-century of apartheid, the legal discrimination of the vast majority of the country for the benefit of a select few. Students emerge from this course as better scholars of a different society and of many of the historic pressures and struggles that are part of the history of the United States.

HIST 303 | AFRICAN FEMINISMS: HISTORY, NEGOTIATION, BELONGING
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course critically examines the idea of African feminisms by looking at many different intersections of time, place. and position for African women. This traces multiple ways in which African women have sought to challenge patriarchal roles in both precolonial and (post)colonial contexts. Students leave not with an understanding of a singular or aspirational African feminism but rather with an appreciation of the ways in which African women have and continue to challenge. reframe, and negotiate a variety of social and political positions.

HIST 304 | AFRICA IN THE WESTERN IMAGINATION
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
From benefit concerts to AIDS charities to study abroad literature, Africa is everywhere. And yet it is frequently explained only in absence or in suffering. Rather than being a place that is defined by what it is, often Africa is viewed by what it is not, and the term 'Afro-pessimism' has been coined by some to criticize such solely negative depictions of a vast and varied continent. What, then, is 'Africa': a location on a map, a geographical boundary? Who are 'Africans'? What does the idea mean and how is it used? This course draws on literature and popular culture to discuss the very idea of 'Africa' and how the concept has been created, redefined, re-imagined, and (de)constructed in differing times and spaces.

HIST 305 | QUEERING COLONIALISM: BODIES, NEGOTIATION, BELONGING
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course seeks to examine the many intersectional and overlapping threads in the histories of colonialism, gender, and sexuality. As authors like Achmat and Cohen have argued, colonialism has simultaneously supported and been supported by heteronormative, patriarchal, and white-supremacist regimes. This course looks at three avenues in which the 'normal' has been both created and contested in colonial histories: the body, belonging, and becoming. We read from a variety of disciplines, eras, and locations in order to understand how bodies can be made normal or 'queer.' We also examine how imperial structures of rule impact the daily lived experiences of people as they attempt to find spaces of belonging and potential for becoming part of a larger group. movement. or idea.

HIST 309 | TOPICS IN AFRICAN HISTORY
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. Students may repeat the course for credit when the topic changes.

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: 3-4
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: 3-4
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 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 325 | THE MEDIEVAL CHURCH AND PREMODERN CHRISTIANITY
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
This course explores the social, religious, and political dimensions of the development of ecclesiastical authority and the consolidation of a papally centered Catholic Christian orthodoxy from Early Christianity to Early Modern Europe.

HIST 331 | THE GLOBAL RENAISSANCE
Units: 3 Repeatability: No
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 332 | ROLE-PLAYING THE RENAISSANCE
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
This course focuses on the Renaissance, a cultural movement that challenged and transformed traditional conceptions of art, politics, religion, and human nature. Students engage with classic texts including Niccolò Machiavelli’s The Prince (c. 1513) and Thomas More’s Utopia (1516) through interactive role-playing games, part of the award-winning Reacting to the Past curriculum. In “Machiavelli and the Florentine Republic, 1494-1512,” students explore the political life of Florence, a fragile republic struggling to remain free from Medici control. In “Henry VIII and the Reformation Parliament,” they experience a fundamental shift in the nature of government as a result of England’s break with the Roman Catholic Church. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

HIST 333 | EUROPE 1600-1800
Units: 3-4
Focuses on the great age of statebuilding that followed the end of the Thirty Years’ War (1618-48). Topics include the cultural ascendancy of Louis XIV’s France, the commercial wars of the 17th and 18th centuries, the development of an ancient regime, and the forces contributing to the Age of Enlightenment.

HIST 335 | THE VICTORIANS IN LITERATURE & FILM
Units: 3 Repeatability: No
This course explores the history of Great Britain during the long reign of Queen Victoria (r. 1837-1901) as viewed through the lens of modern filmmakers. Subjects include industrialization and class conflicts; political contestations over citizenship, race, and belonging; changing gender roles and sexual mores; military and diplomatic conflicts; medical and scientific knowledge; and the flourishing of popular literature and culture. Readings and assignments will draw upon literature, images, films, and both scholarly and primary texts from and about the Victorian Era. Students examine the contested nature of British national identity through films and television series that use the past to speak to the present. They also learn how to analyze film as both a visual and narrative art form.

HIST 336 | EUROPEAN REFORMATIONS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
This course offers students with an understanding of how the Protestant Reformation emerged from a long tradition of dissent within medieval Christendom and ultimately succeeded in changing Christian practice between 1450 and 1650 within both Catholic and sectarian religious communities.

HIST 339 | AMERICANS IN PARIS THROUGH WAR AND PEACE
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Non-Core Attributes: International
This course is designed to explore the impact of Americans in Paris (and the impact of Paris on Americans) from the American Revolution to the present. We will analyze the history of France through the lens of Franco-American relations. To do so, we will examine how the Franco-American alliance formed and solidified as well as how it has been challenged and represented over the centuries during times of war and peace. We will combine classroom lectures, class discussions of the readings, use of film and documentary excerpts, memoirs, novels, newspapers, and site visits to understand what it means to be an American in Paris, beginning with Benjamin Franklin and ending with you. In particular, much of the class will revolve around discussing the readings and then finding (scavenger hunt) and analyzing the symbols, statues, monuments, cafes, stores, and streets that represent over 200 years of Franco-American history. I wonder how Jefferson would feel today, being just one of the 36 million visitors who make their way to Paris this year.

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 | FROM SUBJECTS TO CITIZENS: NATION BUILDING IN FRANCE AND INDIA
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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 | HISTORY OF GERMANY SINCE 1945
Units: 3 Repeatability: No
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 346 | TOPICS IN MEDIEVAL AND EARLY MODERN EUROPE
Units: 3-4 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: 3-4 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 | FRANCE IN REVOLUTION AND WAR
Units: 3 Repeatability: No
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 Repeatability: No
Core Attributes: Historical Inquiry area
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 | ENGLAND 1348-1688: PLAGUE TO REVOLUTION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
This course surveys the development of the British Isles from the late Middle Ages through the seventeenth century using interactive role-playing games, part of the award-winning “Reacting to the Past” curriculum. Games may include "1349: Plague Comes to Norwich," which explores the impact of the bubonic plague on a late medieval English town; "Stages of Power: Marlowe and Shakespeare, 1592," in which students become members of rival acting companies during the Elizabethan era, a period of political and religious conflict; and "Politics, Religion, and the Rise of the Public Sphere, 1685-1688," which focuses on the turbulent political debates that preceded the Revolution of 1688. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

HIST 351 | MODERN BRITAIN
Units: 3-4
This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

HIST 352 | VICTORIAN BRITAIN AND THE WORLD
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course follows the history of the United Kingdom during the reign of Queen Victoria (r. 1837-1901), focusing on how the Empire, far from being something that existed beyond the seas of the average Briton, shaped the very core of British cultural and social institutions. It focuses on the efforts of British women to increase their place in both the domestic and larger imperial aspects of British politics, as well as the movement of colonized peoples from 'out there' to the heart of the empire. In the course of this class, we will study revolutions, international wars, colonial conquests, worker's protests, missionary letters, and London's criminal back alleys in order to better understand the often misunderstood Victorian period.

HIST 353 | 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. Students may repeat the course for credit when the topic changes.

HIST 354 | HISTORY OF SPAIN
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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. This course is offered at USD's Madrid Center.

HIST 355 | ANCIENT NEAR EAST
Units: 3 Repeatability: No
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 358 | TOPICS IN MODERN WORLD HISTORY
Units: 3-4 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 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)
Core Attributes: Historical Inquiry area
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 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
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)
Core Attributes: Historical Inquiry area, Global Diversity level 1
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 | CHINA: RISE TO GLOBAL POWER
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 | JAPAN: SAMURAI TO SUBARU
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 ìeconomic miracleî during the post-World War II period, as well as its contemporary social and cultural developments.

HIST 367 | WOMEN'S LIVES IN EAST ASIA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
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 370 | U.S. ENVIRONMENTAL HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This class will introduce students to U.S. environmental history, a field that explores the relationship between humans and the natural world over time. On the one hand, we will examine how non-human nature (soil, natural disasters, disease, climate, etc.) shaped the course of U.S. history. On the other, we will explore how Americans gave meaning to non-human nature, used technologies to manage and control natural systems (as well as the inevitable side effects of those efforts), and challenged unsustainable practices of corporate America. Throughout, we will remain attentive to what the historical dance between Americans and non-human nature tells us about race, class, and gender.

HIST 372 | UNITED STATES-EAST ASIA RELATIONS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 AND AMERICAN SOCIETY
Units: 3 Repeatability: No
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 U.S. HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Historical Inquiry area
Topics may include any period in U.S. History, from Pre-Columbian Native America to the early twenty-first century, or any thematic topic in U.S. history. May be repeated for credit when the topic changes.

HIST 376 | U.S. FOREIGN RELATIONS IN THE LONG 19TH CENTURY
Units: 3 Repeatability: No
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 | TWENTIETH CENTURY U.S. FOREIGN RELATIONS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 evolution of U.S. Foreign Relations through the 1970s and 1980s, the end of the Cold War, and 9/11 to today, when, for now, the United States remains the undisputed leader in world affairs. In particular, we will focus on the increasingly important role of world public opinion in the late 20th and early 21st century.

HIST 378 | THE HISTORY OF WORLD WAR I AND WORLD WAR II THROUGH LITERATURE AND FILM
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course is designed to explore the origins, operations, and consequences of World War I and World War II. In particular, we will examine combat experiences, the role of new technologies, nationalism, and civilians caught in war. We will examine the two wars from the American, European, and Asian perspectives through novels, memoirs, documents, poetry, first-hand accounts, oral histories, propaganda, documentaries, and films.

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/A/X HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Historical Inquiry area
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 385 | AFRICAN AMERICAN WOMEN'S HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
This course examines the economic, cultural, social, and political history of African American women. Through a combination of scholarly texts, primary source material, and images the course traces how gender, race, sexuality, and class interact and intersect to contour Black women's realities in the United States. We will concern ourselves with the mechanisms that suppress African American women's lives and bodies, as well as illuminate their modes of resistance. Throughout the class we will listen to Black women, who from their unique positioning in the margins, have made visible the makings of injustice and have long worked on imagining and crafting an alternative world for themselves and their communities. By moving black women from their historically marginal position in curriculum to the center of our attention, we will begin to explore ways of transforming knowledge about the nation's past and present, as well as its application. Centrally, we will assess how the stories and narrations of Black women historians, writers, film makers and others have functioned to either preserve or contest the margins. We will explore topics such as Black Feminism, racial and gendered ideologies, civil rights organizing, and popular culture.

HIST 388 | ART AND ARCHITECTURE IN CALIFORNIA
Units: 3 Repeatability: No
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 389 | HISTORY OF CALIFORNIA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
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 | TOPICS IN PUBLIC HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
An in-depth examination of an area in public history, a field that engages the public with the past. Classes might focus on oral history, digital history, historical preservation, memory and history, museum/archival work, or historical documentary filmmaking. Can be repeated for credit.

HIST 392 | HISTORY IN THE COMMUNITY
Units: 4 Repeatability: No
Non-Core Attributes: Experiential
Public history has two primary meanings. First, pubic history refers to the history work that goes on outside the academy. Public historians typically work in museums, libraries, national and state parks, and tourist sites. Second, public history refers to the ways in which the public (a nation, a minority group, a neighborhood) makes meaning by creating and maintaining a sense of the past. Through fieldtrips, projects, discussion, readings, and a community service project/internship, we will explore larger theoretical issues as well as the practical work of public historians. History majors should first take HIST 200, but this class is open to all students who have fulfilled their lower-division history core requirement.

HIST 393 | MUSEUM STUDIES AND HISTORIC PRESERVATION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
This course provides an introduction to current ideas about the relationship between historians, communities, and cultural memory. Students will evaluate museums and virtual exhibits and consider debates about the politics of memory and visual display. They will also explore ethical and professional issues faced by curators and historians working in museums, preservation offices, archives, and state historic parks. Finally, they will develop a research paper based on their observation and experience of a museum or historic site.

HIST 394 | SPECIAL TOPICS IN HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Special Topics in History. Students may repeat the course for credit when the topic changes.

HIST 398 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This internship provides students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. Students select an internship in an area of interest that is appropriate for application of historical methodologies and may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

HIST 490 | INTRODUCTION TO SENIOR SEMINAR
Units: 1
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 492 | HISTORY TUTORING IN CITY HEIGHTS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
In conjunction with the International Relief Committee, tutor City Heights high school students in history. This experience is especially recommended for students interested in becoming history teachers. This class requires 40 hours of on-site tutoring. This class is only offered for one unit.

HIST 495 | SENIOR RESEARCH SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: HIST 490
This course, offered each spring semester, is the capstone for the history major and will satisfy the Advanced Writing requirement in the core curriculum.

HIST 496 | RESEARCH ASSISTANTSHIP
Units: 1-3 Repeatability: No
Work as a research assistant on a project conducted by a history faculty member. Students might work in archives, survey secondary literature, translate documents, make maps, and/or attend conferences. Requires the consent of the instructor. One unit/40 hours; two units/ 80 hours; three units/120 hours.

HIST 498 | INTERNSHIP (ADVANCED INTEGRATION)
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Experiential
This Advanced Integration internship provides history students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. A final project incorporates integrative learning where students synthesize and apply knowledge and skills from multiple perspectives in a variety of contexts and make connections between curricular and co-curricular activities. Students select an internship in an area of interest that is appropriate for both application of historical methodologies as well as the final project. Interns may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

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.

Individualized Major

Program Director

Leeva Chung, PhD, Communication

The Individualized Major is an opportunity for a student to drive their vision and interest— one that speaks uniquely to them—to personally design a major consisting of a minimum of 30 upper division units across academic disciplines. The Individualized Major is equivalent in scope and depth to a traditional major, highly personalized, inherently interdisciplinary, and academically rigorous. The Individualized Major encourages students to explore the universe of ideas, and to make new and meaningful connections among academic departments, theories, and perspectives.

Eligibility

1. Incoming freshmen must wait until their second semester at USD to submit a formal proposal for an Individualized Major (IM). Students must complete 30 units *in residence at USD* before a proposed IM can be approved. Students are encouraged to begin thinking about an IM early, perhaps even before they begin classes at USD. But they should have time to settle in, learn, and explore their options before proposing an IM.

2. Transfer students who have completed at least 60 units prior to enrolling at USD may submit an IM proposal for approval at the end of their first semester in residence.

3. Students must have their IM proposal approved before they complete a maximum of 80 units. If their IM proposal is not approved prior to reaching that threshold, the student will not be allowed to participate in the program.

4. Students must have a minimum GPA of 3.0 and be in good academic standing for their IM proposal to be submitted and approved. Any exceptions must be for a compelling reason, and must be approved by both the faculty advisor and Program Director.

Faculty Advisor

Students must seek a faculty advisor early in the process of preparing a proposal. Advisors must be faculty, usually tenure-track or full-time, but part-time faculty also may serve as IM advisors. Students should consult with the Program Director during the process of selecting an advisor. The advisor helps to guide and shape the proposal, and eventually must approve it, in consultation with the Program Director. Once an IM is approved, the advisor typically will continue to work with the student until the student exits the program or completes the major. This can be a dynamic, eclectic, flexible, and largely informal relationship, based on regular meetings and/or discussions between the student and advisor throughout the course of the major.

Advisors' duties include:

a. Assisting students in preparing their proposal.
b. Helping to guide students through the approval process.
c. Evaluating, modifying, and approving/rejecting a proposed major, in cooperation with the Program Director.
d. Advising students through completion of the major (assuming neither party exits), including meeting personally with advisees at least twice each semester to check the student's progress and to approve their proposed academic schedule for the next semester.
e. Approving any proposed changes to the major, in cooperation with the Program Director.
f. Evaluating, modifying, and approving/rejecting the senior project proposal, in cooperation with the Program Director.
g. Attending the senior project presentation, and determining, with the Program Director, whether the student satisfied the terms and requirements of the senior project.
h. Certifying, with the Program Director, that the student satisfactorily completed all requirements for the major.

Students may, in consultation with the Program Director, change faculty advisors at any time. Conversely, faculty advisors may decide not to work with a student,

for any reason and at any point during the course of the major. If a student loses their faculty advisor, the student must consult with the Program Director to seek another advisor, and to determine whether the IM program remains a viable option.

Students may, in consultation with their faculty advisor and Program Director, add an optional secondary advisor. The secondary advisor's role is purely consultative, and does not involve any formal duties or powers.

Student Proposal

Individualized majors should reflect the values and highest ideals of a liberal arts education. Proposals must clearly state, explain, and justify a coherent, cohesive, and integrative program of study.

An individualized major must have the depth, breadth, and coherence of a traditional major. It may not include more than 1/3 of the upper-division course or unit requirements for an existing major, or be, in effect, a "major lite" that avoids certain classes in established majors, or a "sampler platter" in which students select classes from different departments, without a clear, compelling, and comprehensive curricular plan.

The IM is an invaluable opportunity to create a unique course of study that treats something the student is truly passionate about. Students are encouraged not to tailor their proposed major to a specific career. Accordingly, the proposed major cannot be narrow, vocational, strictly pre-professional, or focused solely on possible future employment.

Proposals must include, at a minimum, the following information:

a. The specific question or questions that the student will explore and seek to answer during the course of the major.
b. A clear rationale and articulated goals for the major.
c. A list including every individual class proposed for the major, including alternative classes, plus any desirable sequencing.
d. An essay that makes explicit connections among the proposed classes and explains how the individual classes fit together as a comprehensive major.
e. Proposal for a senior integrative project/capstone.
f. Why the proposed major makes sense in terms of what the student wants to accomplish, and how the major relates to their interests, expectations, life experiences, and goals.
g. Why the proposed major cannot be satisfied with any combination of established majors, minors, or other academic programs.
h. How the proposed major promotes the values and ideals of a liberal arts education.
i. A brief initial literature review and annotated bibliography. (The student will continue to develop this bibliography over the course of the major, and must submit a final, comprehensive literature review/annotated bibliography as part of the senior project/capstone).
j. A current academic transcript.
k. An alternative plan for an established major if the IM proposal is not accepted, or if the student exits the program prior to completing the major.
l. Any other information requested by the academic advisor or Program Director.

In preparing a proposal, students must work closely with their advisor and the Program Director. With their guidance, students should also consult with additional faculty, academic staff, and other students in the IM program. Where appropriate, students must consult with pre-professional advisors (e.g., pre-health, pre-law), department chairs, and/or other members of the university community before their proposal can be approved.

Approval Process

IM proposals require the written approval of both the faculty advisor and the Program Director for the student to be accepted into the program.

Initial approval must come from the faculty advisor. The advisor's role is to help shape the proposal, and to make sure that the student understands, and the proposal meets, all program requirements and expectations. The advisor may accept the proposal, require changes to the proposal, or reject a proposal, at the advisor's sole discretion.

If the advisor approves the proposal, the advisor and Program Director will schedule an open meeting, at which the student must appear in person to present, explain, and justify their proposal, and answer any questions that the advisor, Program Director, and/or any other key parties might have.

Following this presentation, the Program Director may: 1. approve the proposal; 2. reject the proposal; or 3. require that the proposal be revised and resubmitted. Any subsequent changes require both the advisor's and Program Director's approval before the student can be admitted to the program. At any time prior to final approval, the advisor and/or Program Director may request additional revisions and/or consultations.

If the advisor rejects a proposal outright, the student may seek another faculty advisor, in consultation with the Program Director. If the Program Director rejects a proposal, the student may appeal to the College Dean's office.

Once the Program Director approves the proposal and the student is formally admitted to the program, the student's proposal becomes a formal agreement. Any subsequent changes must be approved by the faculty advisor if the changes are minor (e.g., single course substitutions), or by both the advisor and Program Director if the proposed changes significantly alter the IM's approved terms. The student must inform both the advisor and Program Director of *any* proposed changes to the major. The Program Director has the right to determine whether proposed changes are significant and require the Program Director's approval. The student may appeal an adverse decision regarding proposed program changes, first to the Program Director, then to the College Dean's office.

Senior Project/Capstone

All IM students must propose, prepare, and present a senior project/capstone. Students should propose a final version of their senior project during their junior year. They must obtain the approval of both their advisor and the Program Director by the end of their junior year, and begin work on their project no later than the first semester of their senior year.

During the second semester of their senior year, students must enroll in an IM senior project course, to be taught by the Program Director or other qualified instructor. This course will meet at the Program Director's discretion, and is intended to provide students with a scholarly community of peers, where they can work on their presentations, seek help, share ideas, and provide each other with constructive feedback and encouragement. While taking this course, IM students will complete their projects, make their public presentations, and complete all remaining requirements for their major.

There should be considerable flexibility in the form and substance of the senior project. Students may propose, among other possibilities, a traditional research project, a comprehensive exam, an artistic performance, a novel, a play, a video, or a community engagement project. Thoughtful creativity is encouraged, but the project must be academically defensible and intellectually rigorous.

Regardless of the project's form, all senior projects must, at a minimum, include the following:

a. The student must make, in person, a formal public presentation to display, explain, and answer questions about their major and senior project.

b. There must be a significant research component, even if the project is performance or media based.
c. The project must be interdisciplinary and integrative, drawing from different disciplines and/or theoretical perspectives in a meaningful way.
d. The student must present a comprehensive literature review/annotated bibliography, compiled over the course of their major.
e. The student must write a thoughtful and reflective intellectual autobiography, including a meditation upon their work and lessons learned during the course of the major.

Other Requirements for Completion of the Major

Students assume full responsibility for developing, defending, and completing their major and all major requirements in a satisfactory manner. In addition to meeting all of the terms of their approved major, students must:

1. Complete all Core Curriculum requirements.

2. Complete a *minimum* of 30 upper division units in the major, taken for a letter grade. Lower division preparatory work is left to the discretion of the student, advisor, and Program Director.

3. Maintain at least a 2.7 average GPA in the major and overall.

4. Earn a C- or better in each upper division course for the major.

5. Complete at least 2/3 of the upper division units for the major on campus, in off-campus classes taught by USD faculty, and/or in approved courses taught through USD-affiliated study abroad programs.

6. Include at least one methodology and/or theory course, as determined on a case-by-case basis by the student, advisor, and Program Director.

7. Count no more than three units of independent or directed study toward the IM requirements.

IM students may double major, but are strictly limited to one IM major. A second, traditional major is possible, subject to the approval of the faculty advisor and Program Director. There can be no double-counting of any upper division units between an IM and a traditional major or minor.

Tracking, Certification, Transcripts, and Diplomas

1. Tracking. Students are responsible for tracking their own progress through the major. They may be assisted by their faculty advisor, the Program Director, and the Registrar's office.

2. Probation and Exit provisions. If a student fails to make satisfactory progress in fulfilling major requirements, or fails to meet one or more eligibility requirements for the IM program, the faculty advisor and Program Director may either place the student on probation and require the student to demonstrate that they can satisfy all requirements for the major in a timely manner, or they may dismiss the student from the IM program and require the student to declare a different major. The student may appeal a program dismissal decision to the College Dean's office.

3. Certification. Following the senior project presentation, the faculty advisor and Program Director must certify that the student has met all program requirements for the major. The student may appeal an adverse decision to the College Dean's office.

4. Transcripts. Based on information provided by the student and Director, the Registrar will list the title of the student's individualized major on the student's official transcript, along with a brief textual description of the major. The transcript must also flag the specific courses that comprise the major.

5. Diplomas. The student's diploma should list the title, either in full or in abbreviated form, of the individualized major. If this is not possible, then the diploma, then the diploma should state that the student earned a BA with an Individualized Major.

Interdisciplinary Humanities

Program Director

Rebecca Ingram, PhD, Languages, Cultures and Literatures

Faculty Board

Thomas Barton, PhD, History

Brian Clack, PhD, Philosophy

Maura Giles-Watson, PhD, English

Peter Mena, PhD, Theology and Religious Studies

Rico Monge, PhD, Theology and Religious Studies

Atreyee Phukan, PhD, English

Martin Repinecz, PhD, Spanish

Monica Stufft, PhD, Theatre

Allison Wiese, MFA, Art, Architecture + Art History

Irene Williams, PhD, English

"Want Innovative Thinking? Hire from the Humanities." This was the headline in the Harvard Business Review (March 31, 2011). Author Tony Golsby-Smith, argued that people trained in the humanities "have learned to play with big concepts, and to apply new ways of thinking to difficult problems that can't be analyzed in conventional ways."

The Interdisciplinary Humanities major encourages creativity, innovative thinking, and the ability to connect complex ideas. Students gain 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.

The Interdisciplinary Humanities Major

Preparation for Major

Code	Title	Units
Select six units of lower-division courses from the following:		6
ARCH 121	Introduction to Modern Architecture	
ARCH 136	The Year 1500: A Global History of Art and Architecture	
ARCH 221	Architecture and Theory since 1945	
ARTH 101	Introduction to the History of Art	
ARTH 133	Introduction to Art History I	

ARTH 134	Introduction to Art History II
ARTH 144	Introduction to Cinema
CHIN 140	Topics in Chinese Literature and Culture
ENGL 220	Studies in Genre
ENGL 226	Studies in Literary Traditions
ENGL 236	Studies in World Literature
FILM 101	Introduction to Cinema
HIST 110	World History Topics
HIST 128	African American History
HIST 150	Topics in Comparative History
HIST 170	Big History: From Cosmos to Cannibals
HIST 171	Modern World History
HIST 180	Great Moments in Time
HIST 200	The Historian's Craft
LANG 140	Topics in Language, Literature and Culture
LANG 141	Topics in Literature and Cultural Diversity-Domestic Focus
LANG 142	Topics in Literature and Cultural Diversity–Global Focus
LATN 147	The Invention of Love in Roman Literature
MUSC 101	American Music
MUSC 103	Music for the Stage
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace
MUSC 109	Introduction to Sonic Arts
MUSC 120	Fundamentals of Music Theory
MUSC 130	Music in Society
MUSC 140	Music in World Cultures
PHIL 110	Introduction to Philosophy
PHIL 111	Philosophy of Human Nature
THEA 101	Script Analysis
THEA 111	Theatre and Society
THEA 220	Fundamentals of Theatrical Design
THRS 110	Exploring Religious Meaning
THRS 112	Introduction to World Religions
THRS 113	World Religions in San Diego
THRS 114	Introductory Studies in Catholic Theology
THRS 203	Special Topics in Religious Studies
Total Units	**6**

Major Requirements

Code	Title	Units
40 upper-division units in the humanities.		
Choose an emphasis from among the following Humanities departments. You must take at least 12 units but no more than 18 units in this department.		12-18
Art, Architecture + Art History		
English		
History		
Languages, Cultures and Literatures		
Music		
Philosophy		
Theatre		
Theology and Religious Studies		

In addition to the emphasis, you must take 18-24 units in the Humanities departments listed above. No more than 9 units may be taken in any one department outside your emphasis. Coursework must be selected in consultation with the program director.

Additional Upper-Division Units		24-18
Senior Capstone		
HUMN 490	Thesis Preparation Seminar	1
HUMN 495	Senior Research Seminar	3
Total Units		**40**

You must take 18-24 units in the Humanities departments listed above. No more than 9 units may be taken in any one department outside your emphasis. Coursework must be selected in consultation with the program director and include a course in

a. Ancient world studies from the following list:

ANTH 390, ANTH 391, ENGL 494, GREK 499, HIST 102, HIST 311, HIST 312, HIST 321, LATN 499, PHIL 470, POLS 301, THRS 353, THRS 385, THRS 388

2. Pre-modern world (~1500-1800) studies from the following list:

ANTH 339, ANTH 362, ENGL 300,ENGL 330, ENGL 331, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 420, FREN 320, HIST 103, HIST 109, HIST 321, HIST 322, HIST 324, HIST 331, HIST 346, HIST 382, ITAL 320, ITAL 410, ITAL 420, MUSC 330, MUSC 331, PHIL 467, PHIL 471, SPAN 422, SPAN 423

Additional courses may be used to satisfy requirements in the Interdisciplinary Humanities major. Consult the Program Director for information about these courses.

HUMN 490 | THESIS PREPARATION SEMINAR
Units: 1 Repeatability: No
This course precedes the 3-unit HUMN 495 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 495, 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 495 | SENIOR RESEARCH SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
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.

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

Interdisciplinary Minors

Interdisciplinary minors combine coursework from multiple academic disciplines. Some of these programs are housed outside of individual departments and include courses taught by faculty from multiple disciplines. Interdisciplinary minors span the intersections between areas of study and integrate knowledge across traditional disciplinary boundaries. Each interdisciplinary minor has a program director who advises students and coordinates curriculum offerings.

Africana Studies

See Africana Studies (p. 73).

Asian Studies

See Asian Studies (p. 95).

Biomedical Ethics

See Biomedical Ethics (p. 105).

Changemaking

See Changemaking (p. 106).

Cognitive Science

See Cognitive Science (p. 118).

Classical Studies

See Classical Studies (p. 117).

Film Studies

See Film Studies (p. 154).

Latin American Studies

See Latin American Studies (p. 194).

Medieval and Renaissance Studies

See Medieval and Renaissance Studies (p. 209).

Philosophy, Politics and Economics

See Philosophy, Politics and Economics (p. 231)

Women’s and Gender Studies

See Women’s and Gender Studies (p. 290).

International Relations

See Political Science and International Relations (p. 248).

Languages, Cultures and Literatures

Chair

Alejandro Meter, PhD

Director of Placement

Santiago Rubio-Fernaz, PhD

Language Coordinator

Íñigo Yanguas, PhD

Faculty

Brittany Asaro, PhD

Loredana Di Martino, PhD

Kimberly A. Eherenman, PhD

Kevin Guerrieri, PhD

Rebecca Ingram, PhD

Julia Medina, PhD

Sylvie Ngilla McGraw, PhD

Amanda Petersen, PhD

Martin Repinecz, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis-Brown, PhD

Eliza Smith, PhD

Mei Yang, PhD

The mission of the Department of Languages, Cultures 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 with minors in Chinese, French, German, Italian and Spanish. Courses in Arabic, 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.

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 101 | 1ST SEMESTER LANGUAGE
Units: 1-5

LANG 102 | SECOND SEMESTER LANGUAGE
Units: 3-5

LANG 140 | TOPICS IN LANGUAGE, LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LANG 141 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a domestic focus. This course is taught in English and will not satisfy the Language Core requirement.

LANG 142 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in literature, cultural diversity and inclusion, with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

LANG 194 | SPECIAL TOPICS IN LANGUAGE, LITERATURE OR CULTURE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LANG 201 | THIRD SEMESTER LANGUAGE
Units: 3

LANG 292 | TUTORING
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: ARAB 201 or ARAB 202 or CHIN 201 or CHIN 202 or FREN 201 or FREN 202 or GERM 201 or GERM 202 or GREK 201 or GREK 202 or ITAL 201 or ITAL 202 or JAPN 201 or JAPN 202 or LATN 201 or LATN 202 or SPAN 201 or SPAN 202
Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

LANG 294 | SPECIAL TOPICS IN LANGUAGE, LITERATURE OR CULTURE
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

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.

LANG 392 | TUTORING
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: ARAB 202 or CHIN 202 or FREN 202 or GERM 202 or GREK 202 or ITAL 202 or JAPN 202 or LATN 202 or SPAN 202 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

LANG 493 | LANGUAGE WRITING CONSULTANT
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: CHIN 202 or FREN 202 or GERM 202 or ITAL 202 or SPAN 202 or CHIN 301 or FREN 301 or GERM 301 or ITAL 301 or SPAN 301 or SPAN 311 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Supervised participation as a second/heritage language writing consultant of students enrolled in fourth semester or upper-division courses. The course entails holding writing consulting sessions for three hours per week, completion of homework (weekly reports), as well as mandatory attendance at biweekly training sessions during the semester. The course does not satisfy the second language requirement. Elective credit only (does not count towards the major or minor).

Remaining courses are listed under each individual language.

Arabic

Program Director

Soumaeil Azab, MEd

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.

The Arabic Certificate

Option 1

Code	Title	Units
At least 6 units from		6
ARAB 101	First Semester Arabic	
ARAB 102	Second Semester Arabic	
ARAB 201	Third Semester Arabic	
ARAB 202	Fourth Semester Arabic	
Upper-Division Arabic Courses		
ARAB 303	Media Arabic	3
ARAB 306	Arabic Dialects	3
Total Units		**12**

Option 2

Code	Title	Units
Prerequisites: Fourth-semester competency in Arabic and approval by the department chair.		
6 units from		6
ARAB 141	Topics in Arab-American Literature, Film or Culture	
ARAB 142	Topics in Arabic Literature in Translation, Film-Global	
POLS 359	Politics in the Middle East	
THRS 315	Islamic Thought and Culture	
THRS 318	Islam, Women and Literature	
Upper-Division Arabic Courses		
ARAB 303	Media Arabic	3
ARAB 306	Arabic Dialects	3
Total Units		**12**

Additional courses may be used to satisfy the requirements in Option 2, depending on the topic. Consult the Program Director for information about these courses.

To complete the Arabic certificate, students must earn a grade point average of 2.0 with C- or better in all classes. At least 50% of the units for a certificate must be completed at USD, and courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis. No more than 50% of the units used to satisfy the requirements for a certificate program may also be used to fulfill requirements for an academic major or minor.

ARAB 101 | FIRST SEMESTER ARABIC
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN ARABIC LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ARAB 141 | TOPICS IN ARAB-AMERICAN LITERATURE, FILM OR CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in Arab-American literature and culture with a focus on domestic diversity. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Domestic, level 1, but does not satisfy the core Second Language requirement.

ARAB 142 | TOPICS IN ARABIC LITERATURE IN TRANSLATION, FILM-GLOBAL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in Arabic literature, film and/or culture with a Global Focus. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Global, level 1, but does not satisfy the core Second Language requirement.

ARAB 194 | SPECIAL TOPICS IN ARABIC
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ARAB 201 | THIRD SEMESTER ARABIC
Units: 3
Core Attributes: Second language competency
Prerequisites: ARAB 102 or Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN ARABIC
Units: 1-3 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.

ARAB 303 | MEDIA ARABIC
Units: 3 Repeatability: No
Prerequisites: ARAB 202
This course uses Arabic media reporting in written, audio and video formats, to focus on political, economic and security issues in their cultural contexts. The course strengthens students' language foundation in all aspects of modern standard Arabic, including speaking, listening, reading, and writing. There will be an emphasis on improvement of speaking skills through discussion of current events and through classroom presentations.

ARAB 306 | ARABIC DIALECTS
Units: 3 Repeatability: No
Prerequisites: ARAB 202
Students will expand their knowledge and exposure to the Egyptian and Levantine dialects through an intensive study of the dialects and cultures. Focus will be on the spoken dialects in modern usage. Students will explore similarities and differences between these two dialects in relation to Modern Standard Arabic. The course also strengthens students' language foundation in speaking, listening, reading, and writing.

ARAB 394 | SPECIAL TOPICS IN ARABIC
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Arabic language skills will be utilized.

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

Program Director

Mei Yang, PhD

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 region's 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.

The minor in Chinese provides students an opportunity to study Chinese language, culture, and society beyond the basic and intermediate levels. Students who minor in Chinese are prepared for achieving working Chinese language proficiency in areas such as business administration, international relations, engineering and environmental science. A minor in Chinese will equip students with linguistic and cultural skills for graduate studies and careers in government, education, banking, localization, business management, legal service and many other professions. Alternatively, students who wish to learn more about Asia, beyond the scope of China, may elect to minor in Asian Studies (http://www.sandiego.edu/cas/asianstudies/), an interdisciplinary program in the College of Arts and Sciences.

The Chinese Minor

Option 1:

Code	Title	Units
CHIN 201	Third Semester Chinese	3
CHIN 202	Fourth Semester Chinese	3
CHIN 102	Second Semester Chinese	3

or CHIN 140	Topics in Chinese Literature and Culture	
or CHIN 294	Special Topics in Chinese	
Nine units taught in Chinese from:		9
CHIN 301	Conversation and Composition	
CHIN 302	Contemporary China: Culture, Politics and Society	
CHIN 303	Media Chinese: Internet, Television and Film	
CHIN 304	Professional Chinese: Language and Culture	
CHIN 320	Fables and Idioms: Classic Chinese	
CHIN 394	Special Topics in Chinese	
CHIN 494	Special Topics in Chinese	
Total Units		**18**

Option 2:

Code	Title	Units
Fourth semester competency in Chinese (CHIN 202 or equivalent)		
12 units of courses taught in Chinese from:		12
CHIN 301	Conversation and Composition	
CHIN 302	Contemporary China: Culture, Politics and Society	
CHIN 303	Media Chinese: Internet, Television and Film	
CHIN 304	Professional Chinese: Language and Culture	
CHIN 320	Fables and Idioms: Classic Chinese	
CHIN 394	Special Topics in Chinese	
CHIN 494	Special Topics in Chinese	
CHIN 499	Independent Study	
Total Units		**12**

Students are highly encouraged to study abroad in a Chinese institution. A minimum of 6 upper-division units must be taken on the USD campus. In addition, it is recommended that students take at least one China-related course taught in English, for example CHIN 347.

CHIN 101 | FIRST SEMESTER CHINESE
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN CHINESE LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and This course is taught in English and satisfies the core requirement for Literary Inquiry but does not satisfy the core Second Language requirement.

CHIN 141 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 142 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 194 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 201 | THIRD SEMESTER CHINESE
Units: 3
Core Attributes: Second language competency
Prerequisites: CHIN 102 or Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN CHINESE
Units: 1-3 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.

CHIN 299 | INDEPENDENT STUDY
Units: 3 Repeatability: No
Independent study at the lower-division level.

CHIN 301 | CONVERSATION AND COMPOSITION
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202
This course strengthens students' language foundation in all aspects of modern standard Chinese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of group projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

CHIN 302 | CONTEMPORARY CHINA: CULTURE, POLITICS AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202
This course introduces students to multiple aspects of Chinese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Chinese.

CHIN 303 | MEDIA CHINESE: INTERNET, TELEVISION AND FILM
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: CHIN 301
This course uses popular TV series and canonical Chinese films as background to discuss contemporary social issues. Students will discuss topics such as China's real estate market, economy and investment, Internet and technology, modernization and urban migration, consumer culture, and young people's perspectives on love and gender. This class will also teach up-to-date vocabulary and idioms created by netizens that have gained national popularity.

CHIN 304 | PROFESSIONAL CHINESE: LANGUAGE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: CHIN 301 or CHIN 302
This course aims to enhance students' language skills in a formal context, including giving professional presentations and writing correspondence suited to different business or academic occasions. It is designed for students at a high intermediate or beginning advanced level of proficiency, developing both fluency and accuracy though a topic-based syllabus. Centering on issues of population, education, family, gender, environment, business and technology, this course helps students understand contemporary China and prepares them for reading authentic written materials. This course is taught in Chinese and specialized knowledge of business and economics is not required.

CHIN 320 | FABLES AND IDIOMS: CLASSIC CHINESE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: CHIN 301 or CHIN 302
This course introduces students to classical Chinese, the written language of China from the sixth century B.C to the early twentieth century, by studying expressions and stories taken from masterworks of literary and cultural traditions (short proverbs, philosophical writings, and historical literature) created in early China. These stories will help students gain literacy and familiarity with Chinese written texts that are at the heart of Chinese culture. Through reading historical texts, students will learn basic syntax, grammar, and vocabulary that are unique to classical Chinese while identifying issues that have been explored continuously throughout history.

CHIN 347 | CHINESE CINEMA:POSTSOCIALISM AND MODERNITY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
This course helps students attain a sophisticated understanding of China's modern history through the study of cinema as critical texts that respond creatively, aesthetically, and constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history. Films analyzed in this course articulate the political and social transformations in the pan-China region over the past decades that are direct result of the impact of globalization and a century-long aspiration for modernity.

CHIN 394 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Chinese language skills will be utilized. Elective credit only (does not count toward the minor).

CHIN 494 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study of special topics in Chinese literature, language, 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 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

Program Director

Santiago Rubio-Fernaz, PhD

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.

GREK 101 | FIRST SEMESTER GREEK
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN GREEK LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GREK 194 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Classical Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GREK 201 | THIRD SEMESTER GREEK
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

GREK 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent study at the lower-division level.

GREK 394 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: GREK 202
Study at the third-year level of a special topic in Classical Greek language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

GREK 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Greek language skills will be utilized.

GREK 494 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: GREK 202
Study at the fourth-year level of a special topic in Classical Greek language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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 and Francophone Studies

Program Director

Sylvie Ngilla McGraw, PhD

Faculty

Eliza Smith, PhD

Richard Stroik, PhD

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion and travel, but also in industry (from aerospace to biotechnology to electronics), the sciences (from medicine and ecology to micro-biology), business, etc. As one of the official languages of both the United Nations and the European Union, it is a very useful tool in diplomacy and the political arena. French thinkers have traditionally been in the avant-garde of intellectual life, which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, writers, and diplomats.

We highly recommend that students take advantage of our semester program in France and/or the third-semester French summer course in France. Information is available at the International Center, Saints Hall, Room 201, or at www.sandiego.edu/international/study-abroad/ (http://www.sandiego.edu/international/study-abroad/).

The French and Francophone Studies Major

Preparation for the French and Francophone Studies Major

Students must have finished FREN 202 or the equivalent (e.g. placement in upper-division through the Department's Placement exam), 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 France or a Francophone country is highly recommended.

The Major

Option 1

This option requires a minimum of 24 upper-division units that must include:

Code	Title	Units
FREN 301	Advanced Grammar and Composition (or equivalent)	3
FREN 320	Survey of French Literature I: Middle Ages to 18th Century	3
or FREN 321	Survey of French Literature II: 19th to 21st Centuries	
or FREN 322	Survey of Francophone Literature	
Four upper-division FREN courses at any level		12
Two FREN courses at the 400 level		6
FREN 495	Senior Capstone Project (optional) [1]	1-3
or FREN 497	Senior Capstone Project with Advanced Integration	
Total Units		**25-27**

[1] The optional capstone project (1-3 units) is carried out in the student's last year in the program, and it often is linked thematically to one of the last two upper-division courses taken for the major. Students interested in a capstone project should consult the Director of French and Francophone Studies. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in FREN 495 or in FREN 497.

A minimum of 15 upper-division units must be taken on the USD campus. Up to 6 units taught in French at the 300 level may be transferred from accredited American or International programs.

Option 2

This option requires a minimum of 27 upper-division units that must include:

Code	Title	Units
Courses in the French and Francophone Studies section of the Department of Languages, Cultures and Literatures (21-24 units)		
FREN 301	Advanced Grammar and Composition (or equivalent)	3
FREN 320	Survey of French Literature I: Middle Ages to 18th Century	3
or FREN 321	Survey of French Literature II: 19th to 21st Centuries	
or FREN 322	Survey of Francophone Literature	
Three upper-division FREN courses at any level		9
Two FREN courses at the 400 level		6
FREN 495	Senior Capstone Project (optional) [1]	1-3
or FREN 497	Senior Capstone Project with Advanced Integration	
Courses in Other Departments (6 units)		
Select six units of upper-division courses from the following. [2]		6
ANTH 328	Caribbean Cultures	
ANTH 339	Post Medieval Seafaring and Empire	
ANTH 385		
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 340	Biographies of World Cities	
ARTH 323	Memory, Monument, Museum	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 336	History and Theory of Photography	
ARTH 361	Chinoiserie and Japonisme	
COMM 380	International Media	
COMM 475	Intercultural Communication	
ECON 333	International Economics	
ENGL 315	Literary Periods	
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 366	Modern and Contemporary European Literature	
ENGL 372	Film Studies	
ENGL 374	Gender and Literature	
ETLW 302	Business and Society	
FILM 301	Introduction to Film Theory	
FINA 405	International Financial Management	
HIST 304	Africa in the Western Imagination	
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450	
HIST 323		
HIST 331	The Global Renaissance	
HIST 339	Americans in Paris through War and Peace	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 348	France in Revolution and War	
HIST 378	The History of World War I and World War II through Literature and Film	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	
MKTG 306	Global Marketing Alternative	
MUSC 317		
PHIL 474	Twentieth Century Continental Philosophy	
POLS 302	Political Thought:Modern and Contemporary	
POLS 307	Feminist Political Theories	
POLS 352	Comparative Politics of Developing Countries	
POLS 353	Politics and Religion	
POLS 354		
POLS 355	Politics in Europe	
POLS 359	Politics in the Middle East	
POLS 360	Politics in Sub-Saharan Africa	
POLS 363	Politics in France	
POLS 377	Regional Security	
POLS 378	Transnational Crime and Terrorism	
POLS 380	Theories of International Political Economy	
POLS 381	Migration & Immigration Politics and Policy	
POLS 382	International Human Rights	
POLS 383	International Organizations	
SOCI 374	Social Movements	
SOCI 410	Social Change: Global Perspectives	
THEA 360	Theatre History 1	
THEA 362	Theatre History 2	
THRS 315	Islamic Thought and Culture	
THRS 318	Islam, Women and Literature	
THRS 323	War and Peace in the Christian Tradition	
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 353	Early Christianities	
THRS 367	Feminist Theology and Ethics	
THRS 372	Women, Gender, and Christianity in the Ancient World	
Total Units		**28-30**

[1] The optional capstone project (1-3 units) is carried out in the student's last year in the program, and it often is linked thematically to one of the last two upper-division courses taken for the major. Students interested in a capstone project should consult the Director of French and Francophone Studies. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in FREN 495 or in FREN 497.

[2] All of the units must be taken at USD or in a course taught by a USD professor in a USD study abroad program. Additional courses may be accepted in satisfaction of this requirement, with approval of the Director of French and Francophone Studies.

A minimum of 15 upper-division units must be taken on the USD campus. Up to 6 units taught in French at the 300 level may be transferred from accredited American or International programs.

Recommended Program of Study for the French and Francophone Studies 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 French and Francophone Studies Minor

Two options are available. The recommended upper-division courses for both are FREN 301, FREN 302, FREN 303, and FREN 310.

a. 18 units: at least nine of the 18 units must be in upper-division courses.
b. 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.

FREN 101 | FIRST SEMESTER FRENCH
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
Essentials of French grammar together with writing, reading, pronunciation, and comprehension.

FREN 140 | TOPICS IN FRENCH LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

FREN 141 | TOPICS IN FRENCH/FRANCOPHONE LIT OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

FREN 142 | TOPICS IN FRENCH/FRANCOPHONE LIT, FILM OR CULT-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

FREN 194 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

FREN 201 | THIRD SEMESTER FRENCH
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: FREN 102 or Passing the appropriate departmental placement test within the previous year
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. Offered every semester. Also offered as summer intensive in Paris with direct immersion in French life and culture, family homestay. Offered every other year, depending on minimum enrollment. Open to all students and prepares equally well for FREN 202.

FREN 202 | FOURTH SEMESTER FRENCH
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: FREN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Prerequisites: FREN 201 with a grade of C- or better or equivalent, or Placement Exam. Every semester.

FREN 294 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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.

FREN 300 | ADVANCED CONVERSATION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
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 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: FREN 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 METHODOGIES 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 317 | BUSINESS FRENCH
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: FREN 202
Course to develop linguistic proficiency in speaking, reading, listening and writing through exposure to business practices in French and Francophone companies. Additional study of cultural, social and economic topics through Francophone media (newspapers, radio, television, internet) will prepare students to enter the Francophone labor force.

FREN 320 | SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO 18TH CENTURY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 Repeatability: No
Prerequisites: FREN 301 or FREN 302
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 322 | SURVEY OF FRANCOPHONE LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: FREN 301
This course introduces students to Francophone literature in the world with an emphasis placed on interconnections between textual analysis, aesthetics, culture and politics, focusing on selected literary texts (predominantly), films and art from Sub-Saharan Africa, the Maghreb, the Caribbean and its Diaspora.

FREN 332 | CINEMA IN FRENCH: (IN)VISIBLE IDENTITIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 202
Representations of minorities and women continue to depend on stereotypes and discriminations in the French films industry. From a selection of films, video clips and documentaries in French we will question the meaning of invisibility as individual and social experience of discrimination of one or many labels of identity we carry. We will examine representations against the invisibility of intersectional identities that can be associated with gender, race, ethnicity, religion, nationality, sexuality, and disability. Our focus will be on movies by French and Francophone directors that purposely challenge representations of discriminations and inequality in society.

FREN 394 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Prerequisites: FREN 301 and (FREN 320 or FREN 321 or FREN 322)
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 408 | FRENCH FASHION AS REVOLUTION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: FREN 301 or FREN 302 and (FREN 320 or FREN 321 or FREN 322)
In the Western imaginary, high fashion and France seem to be synonymous with one another. French fashion has become part of an industry of luxury, one that ostensibly privileges brand and image over disruption of the status quo, representation of minorities, and assertion of radical political statements. However, despite the industry's elitist tendencies, fashion has had its place in French history as a means of rebellion against the Establishment and the creation of non-conformist identities. In this course, we will analyze representations of fashion from various subcultures from 1789 to present day to uncover the ways in which oppressed social groups in France use clothing and accessories to construct and perform identity in addition to asserting a political stance.

FREN 409 | CONTEMPORARY AFRICAN FRANCOPHONE THEATRE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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 Repeatability: No
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of a variety of French non-fiction and fiction (other than the novel) such as essais, pensées, discours, contes, fabliaux, nouvelles, sermons, etc. This course will examine the richness of French thought and storytelling through the ages.

FREN 412 | FRENCH NOVEL
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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, Ndiaye, Camus, Colette, Nothomb, de Beauvoir, and others.

FREN 413 | FRENCH POETRY
Units: 3 Repeatability: No
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of French poetry and poetic forms from the Middle Ages to the present.

FREN 414 | FRENCH WOMEN WRITERS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu.

FREN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced French language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

FREN 494 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

FREN 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

FREN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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

Program Director

Christiane P. Staninger, PhD

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 program 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 201, or at www.sandiego.edu/international/study-abroad/ (http://www.sandiego.edu/international/study-abroad/).

The German Minor

Two options are available:

- 18 units: at least 9 of the 18 units must be in upper-division courses.
- 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.

GERM 101 | FIRST SEMESTER GERMAN
Units: 3-4
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation.

GERM 140 | GERMAN LITERATURE AND CULTURE IN TRANSLATION
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in German literature and culture. This course is taught in English and satisfies the Core requirement for Literary Inquiry.

GERM 141 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in German literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

GERM 142 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in German literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

GERM 194 | SPECIAL TOPICS IN GERMAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GERM 201 | THIRD SEMESTER GERMAN
Units: 3
Core Attributes: Second language competency
Prerequisites: GERM 102 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: GERM 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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.

GERM 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent study at the lower-division level.

GERM 301 | WRITING AND COMPOSITION IN GERMAN
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: GERM 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
Focus on the development of reading and writing skills in German through the analysis of authentic texts, the practice of various modes of written expression, and grammar review.

GERM 302 | READINGS IN GERMAN LITERATURE
Units: 3
Non-Core Attributes: Literature-Pre F17 CORE
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
Non-Core Attributes: Literature-Pre F17 CORE
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 340 | TOPICS IN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: GERM 202 or Passing the appropriate departmental placement test within the previous year
Study of special topics in German-language literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

GERM 394 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced German language skills will be utilized. Elective credit only (does not count toward the minor).

GERM 494 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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 Studies

Program Director

Loredana Di Martino, PhD

Faculty

Brittany Asaro, PhD

The study of Italian is essential to gain a fuller understanding of the cultural, economic and political forces that continue to shape the Mediterranean, Europe and the world. The mission of the Italian Program is to develop students' proficiency in a second language while providing them with a critical understanding of Italian culture in a transnational context and beyond traditional disciplinary confines. We explore the shifting borders and boundaries of Italy by examining the cultures produced by Italian and Italophone authors of diverse backgrounds as well as the multilayered identities created through the encounter of different cultural heritages. Likewise, we also focus on the hybrid cultures produced by the Italian diaspora in different parts of the world. Our courses analyze different types of cultural products - written, visual and audiovisual - while exploring their links to history and society also in light of contemporary global challenges.

Italian Studies majors may integrate Italian with other fields of study by taking a limited number of upper-division courses taught in English in other departments. In addition, they can combine the major in Italian Studies with a second major, or a minor in another field. Majors and minors can take advantage of our faculty-led summer program (201-third semester Italian in Italy) and a number of approved semester-long study-abroad programs in Italy.

A degree in Italian Studies or a double major in Italian and another field can help students pursue careers in many different fields, including politics & international relations, art & design, film, journalism & communications, business, finance, marketing, tourism and hospitality, enology and culinary arts, teaching and education, fashion, translation and interpreting, and many others.

The Italian Studies Major

Preparation for the Italian Studies Major

Students must have finished ITAL 202 or the equivalent (e.g. placement in upper-division through the Department's Placement exam), 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.

Major Requirements

24-27 units of upper-division work—8 courses plus the optional capstone project (1-3 units) if appropriate—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 approved interdisciplinary courses taught in English in other Departments.

A minimum of 18 upper-division units must be taken on the USD campus.

Code	Title	Units
Italian Courses (ITAL) Required		
ITAL 301	Writing and Composition in Italian	3
or ITAL 303	Advanced Writing for the Professions	
ITAL 302	Contemporary Italy: Culture, Politics and Society	3
or ITAL 304	Cultures of Early Modern Italy	
Select one of the following courses on the early modern period : [1]		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 420	Dante and His Times	
Select one of the following courses on the modern or contemporary period: [1]		3
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today	
ITAL 403	Studies in Italian Film	
ITAL 411	Studies in Modern and Contemporary Italy	
ITAL 413	Studies in the Italian Diaspora with a Domestic Focus	
4 elective upper-division courses. Up to 2 of these courses can be Interdisciplinary courses taught in English in other departments (see section on Interdisciplinary courses below)		12
ITAL 495	Senior Capstone Project (optional) [2]	1-3
or ITAL 497	Senior Capstone Project with Advanced Integration	
Total Units		**25-27**

[1] Additional courses may be used to satisfy this requirement, if the focus is appropriate. Examples include: ITAL 340, ITAL 341, ITAL 342, ITAL 347, ITAL 394, ITAL 440, ITAL 494. Consult the Program Director for information about these courses.

[2] The optional capstone project (1-3 units) is carried out in the student's last year in the program. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in ITAL 495 or in ITAL 497-the Senior Capstone Project with Advanced Integration.

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 offered on campus or by our approved study-abroad programs in Italy. In order for an interdisciplinary course to count for the major in Italian Studies, one of the following conditions must be met:

a. the course inherently includes significant content on Italy or Italian topics; or
b. 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. You should meet with the Director before registering for the class.

Examples of Interdisciplinary Courses: ARCH 321, ARCH 322/ARTH 322, ARTH 334, COMM 475, ECON 333, ENGL 330, FINA 405, HIST 312, HIST 321, HIST 322, HIST 331, HIST 332, HIST 341, MKTG 305. Other courses may satisfy this requirement; please consult the Director of Italian.

Double Counting

The Department of Languages, Cultures and Literatures will grant credit towards the Italian Studies major for interdisciplinary courses taken for another major, except for interdisciplinary majors that prohibit double counting (e.g., Ethnic Studies, Environmental and Ocean Sciences, Interdisciplinary Humanities, International Relations and Liberal Studies).

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 or sophomore years.

First Year

Semester I		**Units**
ITAL 101	First Semester Italian	3
Semester II		
ITAL 102	Second Semester Italian	3
Second Year		
Semester I		
ITAL 201	Third Semester Italian	3
Students may also take ITAL 347 or an interdisciplinary course taught in English		
Semester II		
ITAL 202	Fourth Semester Italian	3
Students may also take ITAL 347 or an interdisciplinary course taught in English		
Junior Year		
Semester I		
ITAL 301, 302, 303, or 304	Writing and Composition in Italian Contemporary Italy: Culture, Politics and Society Advanced Writing for the Professions Cultures of Early Modern Italy	3
ITAL 340, 341, 342, or 347	Topics in Italian Literature, Film and Culture Topics in Italian Literature, Film and Culture-Domestic Focus Topics in Italian Literature, Film and Culture-Global Focus Topics in Italian Literature, Film and Culture in Translation	3
Or another 300-level or Interdisciplinary course		
Semester II		
ITAL 301, 302, 303, or 304	Writing and Composition in Italian Contemporary Italy: Culture, Politics and Society Advanced Writing for the Professions Cultures of Early Modern Italy	3
Or another 300-level course		
ITAL 320 or 321	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century Introduction to Italian Literature and Culture II: From the Enlightenment to Today	3

Senior Year

Semester I

Upper-Division Course	3
Upper-Division Course	3

Semester II

Upper-Division Course	3
Upper-Division Course or Interdisciplinary Course	3
ITAL 495 Senior Capstone Project (optional) or 497 Senior Capstone Project with Advanced Integration	1-3

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.

a. 18 units: at least 9 of the 18 units must be upper division courses (at the 300 level or higher) in Italian.
b. 12 units of upper-division courses in Italian. Prerequisites: Fourth-semester competency in Italian and approval of department chair.

ITAL 101 | FIRST SEMESTER ITALIAN
Units: 3 Repeatability: No
Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing. Students with no previous knowledge of Italian must complete the Waiver for 101 on the Department's website (https://www.sandiego.edu/cas/languages/requirements-and-placement/). Students with some knowledge of Italian must take the USD Placement Exam on the same website and register in the appropriate level. Every semester.

ITAL 102 | SECOND SEMESTER ITALIAN
Units: 3
Prerequisites: ITAL 101 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN ITALIAN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 141 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 142 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature, film and/or culture with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 194 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 201 | THIRD SEMESTER ITALIAN
Units: 3
Core Attributes: Second language competency
Prerequisites: ITAL 102 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 201
Review and expansion of language structures, as well as practice in reading, composition and conversation in preparation for upper-division work.

ITAL 294 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 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.

ITAL 301 | WRITING AND COMPOSITION IN ITALIAN
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: ITAL 202
Study of relevant aspects of Italian culture, politics and society, and of key moments in Italian history, with a focus on the development of oral communication skills.

ITAL 303 | ADVANCED WRITING FOR THE PROFESSIONS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ITAL 202
Focus on the development of reading and writing skills through the analysis of authentic texts, and the practice of modes of written expression that may be used in a variety of professional and academic settings.

ITAL 304 | CULTURES OF EARLY MODERN ITALY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
An interdisciplinary study of the cultures and society of Early Modern Italy (from the Middle Ages to the 17th century).

ITAL 320 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 301 or ITAL 302 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394
Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the "Italian" language to the 17th century.

ITAL 321 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394
Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

ITAL 340 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
Study at the third-year level of a topic in literature, film and culture. (Repeatable if topic differs).

ITAL 341 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Study at the third-year level of a topic in Italian literature, film and culture with a domestic focus. (Repeatable if topic differs).

ITAL 342 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: ITAL 202
Study at the third-year level of a topic in literature, film and culture with a global focus. (Repeatable if topic differs).

ITAL 347 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE IN TRANSLATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Study at the third-year level of a special topic in Italian literature, film and culture in translation. Repeatable if topic differs.

ITAL 394 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
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. May be taken for credit each time topic changes.

ITAL 403 | STUDIES IN ITALIAN FILM
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of Italy's rich cinematic tradition. The course can be repeated when the topic changes.

ITAL 410 | STUDIES IN MEDIEVAL AND RENAISSANCE ITALY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy. This course can be repeated for credit when the topic changes.

ITAL 411 | STUDIES IN MODERN AND CONTEMPORARY ITALY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of the literature, culture and society of modern and contemporary Italy. This course can be repeated for credit when the topic changes.

ITAL 413 | STUDIES IN THE ITALIAN DIASPORA WITH A DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
A study of works dealing with the Italian diaspora and the shifting definition of Italianness in North America with a focus on diversity, inclusion and social justice. The course can be repeated when the topic changes.

ITAL 420 | DANTE AND HIS TIMES
Units: 3 Repeatability: No
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of Dante's Divina Commedia and other selected works in their literary and historical context.

ITAL 440 | TOPICS IN ITALIAN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 442 or ITAL 494 or ITAL 499)
Study at the fourth-year level of a topic in literature and culture. (Repeatable if topic differs).

ITAL 442 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE – GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 499)
Study at the fourth-year level of a topic in literature, film and culture with a global focus and an emphasis on issues related to diversity, inclusion and social justice. The course can be repeated when the topic changes.

ITAL 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Supervised internships with local agencies such as the San Diego Italian Film Festival. Contact the Director of Italian to request information.

ITAL 494 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 499)
Study of special topics in Italian literature, language, 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.

ITAL 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

ITAL 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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

Program Director

Hiroko Takagi, PhD

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 program in Tokyo, Japan and/or the Japanese Culture and Conversation summer or intersession course in Tokyo. Information is available at the International Center, Serra Hall, Room 201 or visit S (http://www.sandiego.edu/international/study-abroad/)tudy Abroad (http://www.sandiego.edu/international/study-abroad/) website.

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.

JAPN 101 | FIRST SEMESTER JAPANESE
Units: 3-4
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN JAPANESE LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 141 | TOPICS IN JAPANESE LITERATURE, FILM, CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 142 | TOPICS IN JAPANESE LITERATURE, FILM OR CULTURE–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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 152 | JAPANESE CULTURE AND CONVERSATION
Units: 3

JAPN 194 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 201 | THIRD SEMESTER JAPANESE
Units: 3-4
Core Attributes: Second language competency
Prerequisites: JAPN 102 or Passing the appropriate departmental placement test within the previous year
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: 3-4
Prerequisites: JAPN 201 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 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.

JAPN 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent Study at the lower-division level.

JAPN 301 | CONVERSATION AND COMPOSITION
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202
This course strengthens students' language foundation in all aspects of modern Japanese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

JAPN 302 | CONTEMPORARY JAPAN: CULTURE, POLITICS AND SOCIETY
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202
This course introduces students to multiple aspects of Japanese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Japanese.

JAPN 394 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Japanese language skills will be utilized.

JAPN 494 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the fourth-year level of a special topic in Japanese language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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

Program Director

Santiago Rubio-Fernaz, PhD

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.

LATN 101 | FIRST SEMESTER LATIN
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN LATIN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LATN 147 | THE INVENTION OF LOVE IN ROMAN LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
This course introduces students to Latin literary texts in translation. How did Roman poets like Catullus, Propertius, and Tibullus, in addition to Vergil and Ovid engage romantic love, sexual love, jealousy, and death in their works? This course proposes that the love poem as traditionally understood in the Western literary tradition was created by these Roman poets writing (mostly) in the second half of the 1st cent. BCE. This course is taught in English and satisfies the core requirement for Literary Inquiry, but does not satisfy the core Second Language requirement.

LATN 194 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Latin language, literature, or culture. This course is taught in English and will not satisfy the Language Core requirement.

LATN 201 | THIRD SEMESTER LATIN
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: LATN 202
Study at the lower-division level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

LATN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: No
Independent study at the lower-division level.

LATN 394 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: LATN 202
Study at the third-year level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

LATN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Latin language skills will be utilized.

LATN 494 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the fourth-year level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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

Program Director

Martin Repinecz, PhD

Faculty

Clara (Bicho) Salto-Weis Azevedo, PhD

Kimberly A. Eherenman, PhD

Kevin Guerrieri, PhD

Rebecca Ingram, PhD

Julia Medina, PhD

Alejandro Meter, PhD

Amanda Petersen, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis-Brown, PhD

Íñigo Yanguas, PhD

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.

The Major

Preparation for the Spanish Major

Students must have finished SPAN 202 or SPAN 212 (or the equivalent, e.g. placement in upper-division through the Department's Placement exam), 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 a Spanish-speaking country is highly recommended.

Major Requirements

Students must complete 27 units of upper-division work, selected from Spanish courses numbered 300 or above, which must include:

Code	Title	Units
SPAN 301	Writing and Composition in Spanish	3
or SPAN 311	Writing and Composition for Heritage Speakers	
SPAN 302	Cultural History of Spain	3
SPAN 303	Introduction To Cultural Analysis	3
SPAN 304	Cultural History of Latin America	3
Select one of the following 400-level courses in Spanish Peninsular Literature: [1]		3
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 434	The "New" World	
Select one of the following 400-level courses in Latin American Literature: [1]		3
SPAN 410	Latinx Literatures and Cultures	
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 456	Humans Rights in Latin American Cultural Production	
SPAN 458	Jewish Latin America	
One 400-level elective course		3
Select any 6 units of upper-division SPAN courses		6
SPAN 495	Senior Capstone Project (optional) [2]	1-3
or SPAN 497	Senior Capstone Project with Advanced Integration	
Total Units		**28-30**

[1] SPAN 430, SPAN 440, SPAN 441, SPAN 442 and SPAN 494 may satisfy either the Latin American or Peninsular requirement, depending on the focus of the course. Consult the Program Director for information about these courses.

[2] The optional capstone project (1-3 units) is carried out in the student's last year in the program. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in SPAN 495 or in SPAN 497 - the Senior Capstone Project with Advanced Integration.

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 or SPAN 212 may enroll in many 300-level courses (300-307), it is highly recommended that the sequence outlined above be followed.

Freshman Year		
Semester I		**Units**
SPAN 101	First Semester Spanish	3
Semester II		
SPAN 102	Second Semester Spanish	3
Sophomore Year		
Semester I		
SPAN 201	Third Semester Spanish	3
Semester II		
SPAN 202 or 212	Fourth Semester Spanish Spanish for Heritage Speakers	3
Junior Year		
Semester I		
SPAN 301 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		
300- or 400-level course		3
400-level course		3
Semester II		
400-level course		3
400-level course		3
SPAN 495 Optional Senior Capstone Project		

The Minor

Two options are available:

a. SPAN 301 or SPAN 311 and 15 units: At least 6 of the 15 units must be in upper division courses (numbered 300 and above).
b. SPAN 301 or SPAN 311 and 9 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.

SPAN 301 (or SPAN 311), SPAN 303, SPAN 302, and SPAN 304 are the foundation of the Spanish curriculum and are pre-requisites for many advanced upper-division classes. (See individual course descriptions).

SPAN 101 | FIRST SEMESTER SPANISH
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Prerequisites: SPAN 101 or Passing the appropriate departmental placement test within the previous year
This class introduces new structures and continues to develop the four basic language skills—listening, speaking, reading, and writing— with an emphasis on communicative proficiency and cultural awareness.

SPAN 103 | FIRST YEAR SPANISH
Units: 4 Repeatability: No
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 140 | TOPICS IN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in literature, film, and culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 141 | TOPICS IN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in literature, film and/or culture with a Domestic Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 142 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in literature, film and/or culture with a Global Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 194 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in literature, film and/or culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 201 | THIRD SEMESTER SPANISH
Units: 3
Core Attributes: Second language competency
Prerequisites: SPAN 102 or SPAN 103 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: SPAN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for both SPAN 202 and 212. Every semester.

SPAN 212 | SPANISH FOR HERITAGE SPEAKERS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: SPAN 201 and Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for both SPAN 202 and 212.

SPAN 280 | INTERMEDIATE COMPOSITION: U.S. LATINX WRITERS
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: (SPAN 202 and SPAN 212) or Passing the appropriate departmental placement test within the previous year
This course aims to develop and refine students' writing and grammar skills through the critical study of texts written by U.S. Latinx and Chicanx writers. Analyzing these texts will empower students to expand their reading and writing skills while reinforcing their knowledge of essential grammar concepts. At the same time, students will also reflect critically on issues related to U.S. Latinx and Chicanx communities, such as different registers and dialects of Spanish; internal divisions within these communities; and experiences of migration, diaspora and social exclusion; among others. The course is designed to prepare students for more advanced writing courses in Spanish, such as SPAN 301 (Writing and Composition) or SPAN 311 (Writing and Composition for Heritage Speakers).

SPAN 294 | SPECIAL TOPICS IN SPANISH
Units: 1-3 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. May be taken for credit each time topic changes. Consult with instructor or the department chair.

SPAN 300 | CONVERSATION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or SPAN 202 or SPAN 212
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 301 | WRITING AND COMPOSITION IN SPANISH
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: SPAN 202 with a minimum grade of C- or SPAN 212 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for taking both SPAN 301 and SPAN 311. Every semester.

SPAN 302 | CULTURAL HISTORY OF SPAIN
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 303 | INTRODUCTION TO CULTURAL ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 304 | CULTURAL HISTORY OF LATIN AMERICA
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 305 | SPANISH FOR THE PROFESSIONS AND SOCIAL CHANGE
Units: 3 Repeatability: No
Prerequisites: SPAN 202 or SPAN 212
Inquiry-based course in which students study the contexts and languages of different professions based on their own projected career paths and in relation to multiple approaches to social change, which students learn to examine through a critical lens.

SPAN 306 | PHONETICS AND PRONUNCIATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Oral communication competency
Prerequisites: SPAN 301 or SPAN 311
Introduction to how Spanish sounds are produced and how they vary in different situations. Contrasts between the Spanish and English sound system will be studied in order to help students improve their pronunciation.

SPAN 307 | INTRODUCTION TO HISPANIC LINGUISTICS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or SPAN 301 or SPAN 311
Study of the Spanish language and its structure to allow students to consolidate their competence and familiarize themselves with important aspects of the language.

SPAN 311 | WRITING AND COMPOSITION FOR HERITAGE SPEAKERS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for taking both SPAN 301 and SPAN 311.

SPAN 312 | CREATIVE WRITING WORKSHOP
Units: 3 Repeatability: No
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 Repeatability: No
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 322 | CULTURAL HISTORY OF SPAIN-MADRID CENTER
Units: 3 Repeatability: No
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. Offered in fall at the Madrid Center. Students may not receive credit for taking both SPAN 302 and SPAN 322.

SPAN 360 | SURVEY OF LATIN AMERICAN LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304 (Can be taken Concurrently)
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 394 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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. May be taken for credit each time topic changes. Consult with instructor or the department chair.

SPAN 410 | LATINX LITERATURES AND CULTURES
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
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.

SPAN 422 | STUDIES IN MEDIEVAL SPANISH LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303
Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century.

SPAN 423 | STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 302 and SPAN 303
A study of the masterpieces and authors of Spain’s Golden Age (1500-1700). Readings may include poetry, theater, and the novel.

SPAN 424 | DON QUIJOTE DE LA MANCHA
Units: 3 Repeatability: No
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.

SPAN 426 | STUDIES IN 18TH AND 19TH CENTURY PENINSULAR LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and 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.

SPAN 427 | STUDIES IN 20TH AND 21ST CENTURY PENINSULAR LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303
Organized thematically, this courses 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.

SPAN 428 | FOOD AND POLITICS IN SPAIN
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 302 and SPAN 303
This course studies how food creates identities in Spain and how food, its sourcing, preparation, distribution and consumption have intersected with governance since the Middle Ages until the present. It focuses on themes including faith, nationalisms, gender, hunger, democracy, and migration, among others, to understand how food texts elucidate the nuances of these topics in specific historical and political moments.

SPAN 430 | STUDIES IN HISPANIC FILM
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 303
A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Depending on content, this course may count for either the Peninsular or Latin American requirement. Consult with instructor or section director.

SPAN 434 | THE "NEW" WORLD
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 304 or SPAN 302)
A transatlantic study of the historical, cultural, and literary influences involved in the representations of the “New" World during the Colonial Era.

SPAN 440 | TOPICS IN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

SPAN 441 | TOPICS IN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry and the level 2 Diversity, Inclusion and Social Justice-Domestic Focus core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

SPAN 442 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Diversity, Inclusion and Social Justice- Global Focus Level 2 core requirement.

SPAN 448 | LATIN AMERICAN SHORT STORY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
A study of the Latin American short story from the beginning of the genre in the 19th century to the present.

SPAN 449 | LATIN AMERICAN NOVEL
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of the novel in Latin America from the 19th century to the “Boom” and beyond.

SPAN 451 | LATIN AMERICAN POETRY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of the development of Latin American poetry from pre-Columbian times to the present.

SPAN 453 | MEXICAN LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture.

SPAN 456 | HUMANS RIGHTS IN LATIN AMERICAN CULTURAL PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
A study of Latin American cultural production in the context of the multiple paradoxes of international human rights discourse. The course focuses on the analysis of literary and filmic texts, but also includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays.

SPAN 458 | JEWISH LATIN AMERICA
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 and 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.

SPAN 460 | TECHNOLOGY IN THE SECOND LANGUAGE CLASSROOM: THEORY AND PRACTICE
Units: 3 Repeatability: No
This course will acquaint students with the principles and practices concerning the use of technology in the second language classroom. Its main focus will be to explore the connection between Second Language Acquisition (SLA) theories and the implementation of current multimedia technologies. We will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language.

SPAN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Spanish language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

SPAN 494 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: SPAN 303 and (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 304)
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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

SPAN 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

SPAN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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

Program Director

Antonieta Mercado, PhD, Communication Studies

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Steve Tammelleo, PhD, Philosophy

Randy Willoughby, PhD, Political Science and International Relations

Íñigo Yanguas, PhD, Languages, Cultures and Literatures

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 integrated areas, which constitute the central themes that appear throughout the curriculum:

a. 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.
b. 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.
c. 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.
d. 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.
e. 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.

The Latin American Studies Minor

a. The Latin American Studies minor requires 18 units.
b. Language Requirement: Students must take at least three (3) units of a Latin American language (Spanish, Portuguese, French, or any language indigenous to the region) equivalent to USD courses numbered 101, 102, 201, 202 or 212, or 301 or 311. Other language courses may be used to fulfill the language requirement only with approval of the program director.
c. Area Studies Requirement: Students must take fifteen (15) units of approved Latin American Studies courses. A minimum of nine (9) units must be taken at the upper division level.
d. Interdisciplinary Requirement: Students must take courses from at least two academic disciplines.
e. Study Abroad Requirement: Students must complete three (3) units of study — which count toward the minor's total 18 units — in a Latin American country with a USD affiliated program. Students unable to participate in a study abroad program may, with approval of the program director, fulfill this requirement by participating in a USD-sponsored service-learning trip to Latin America, or by successfully completing an internship or community-based project focused on a Latin American topic.

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.

Latin American Studies Courses

Please see the full course descriptions under the appropriate departmental listings. In addition to the curriculum below, there may be additional courses offered — including Honors, special topics, and courses offered less frequently — in any given semester, which may count toward the minor. Please consult with the program director.

Code	Title	Units
ANTH 327	South American Indian Cultures	3
ANTH 328	Caribbean Cultures	3
ANTH 334	South American Archaeology	3
COMM 480	Advanced Topics in International Media (when taught as Latin America Media Systems)	3
ECON 335	Economic Development of Latin America	3
ECON 339	Latin America Business Environment	3
ETHN 240	Introduction To Chicano/Latino Studies	3
ETHN 343	Chicano San Diego	3
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender (when taught as Latin America through Film)	3
HIST 361	Modern Latin America	3
HIST 362	Topics in Latin America History	3
HIST 363	History of Brazil	3
HIST 383	Chicano/a/x History	3
HIST 384	History of Mexico	3
LANG 194	Special Topics in Language, Literature or Culture (when taught as Social Justice in Latin America)	3
LATS 294	Special Topics in Latin American Studies	1-3
LATS 494	Special Topics in Latin American Studies	1-3
LATS 499	Independent Study	1-3
PHIL 494	Special Topics in Philosophy (when taught as Latin American Thought)	3
POLS 357	Politics in Latin America	3
POLS 366	Politics in Mexico	3
POLS 374	U.S.-Latin American Relations	3
POLS 494	Special Topics in International Relations (when taught as Latin American Politics and Film)	1-4
SPAN 194	Special Topics in Spanish	3
SPAN 294	Special Topics in Spanish (when taught as Narratives of the Mexico/US Border)	3
SPAN 304	Cultural History of Latin America	3
SPAN 305	Spanish for the Professions and Social Change	3
SPAN 360	Survey of Latin American Literature	3
SPAN 434	The "New" World	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 456	Humans Rights in Latin American Cultural Production	3
SPAN 458	Jewish Latin America	3
SPAN 494	Special Topics in Spanish (when taught as Afro-Caribbean Literature, Border Narratives, or Travels through Central American Literature and Culture)	3
THRS 121	Chicanx Religious Identities	3
THRS 358	Latinoa Catholicism	3

Additional courses may be used to satisfy the elective requirement in the Latin American Studies minor, if the focus is Latin America or Latinx issues in the United States. Examples include: COMM 480 , ETHN 361, etc. Consult the Program Director and the Latin American Studies website for information about these courses.

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

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Sharon Wall, PhD, Physics and Biophysics

Reneé Weissenburger,, MA, Art, Architecture + Art History

The Liberal Studies major is offered in the College of Arts and Sciences as USD's undergraduate teacher education program for students interested in elementary and/or special education. Liberal Studies is a rigorous interdisciplinary major designed to prepare well-educated teachers who understand significant ideas, structures and values in a wide range of the liberal arts and sciences. We aim to train teachers who can critically analyze and synthesize information from multiple disciplines and who value diverse perspectives. The major's goal is to graduate future teachers with the necessary content knowledge and skills to teach in primary areas of instruction, as well as to feed their intellectual curiosity. In addition to the content areas that are the focus of the courses in the College, courses on the foundations of education and teaching methods required for the preliminary teaching credential may be taken at the undergraduate level in the School of Leadership and Education Sciences (SOLES).

A teaching credential is not required as part of the Liberal Studies major, so students can graduate without completing a credential, as long as they meet all major, concentration, and core requirements, as well as all other University graduation requirements. However, the major is ideal for students who are interested in earning either the preliminary Multiple Subjects credential for K-6 elementary teaching, and/or the preliminary Education Specialist credential for mild-moderate disabilities. This pathway typically works as a nine-semester program: eight semesters of coursework for the BA, plus one additional semester for full-time student teaching in the credential program. To assist students and their advisor in tracking the required coursework, students interested in earning one of these two credentials may elect the Certificate in Elementary and/or Special Education. Interested students should contact the Liberal Studies Program Director for information.

Students are welcome to meet with the Liberal Studies Program Director in their first year to discuss progress through the degree. It is important to complete LBST 100 and one of the MATH 115, 130, or 150 courses in the first year, or as soon as possible. In order to complete credential requirements successfully, students should apply to the undergraduate teaching credential program at the end of their sophomore year or in the first semester of the junior year. The major courses provide instruction in the content areas required for elementary school teaching and satisfies the Subject Matter Requirement for the California Commission on Teacher Credentialing. Within the major requirements, there are specialized courses designed for future educators; many of these courses also introduce the content standards for that particular subject and fulfill core curriculum requirements. Only grades of C or higher satisfy course requirements in the major. Only grades of B– or higher satisfy credential preparation course requirements. No courses may be taken pass/fail. LBST 495 is the capstone requirement for the program and should be taken within the last 30 units.

Liberal Studies majors may elect the Combined BA/MEd Teacher Education Program (CTEP) pathway offered jointly with SOLES, in which students earn the Liberal Studies BA, a preliminary Multiple Subject and/or Education Specialist teaching credential, and an MEd in Curriculum and Instruction in as little as five years. For MEd program information and course descriptions, please refer to the section in the Graduate Course Catalog for SOLES, Department of Learning and Teaching. Students who are interested in the CTEP pathway should consult with the Liberal Studies program director during their sophomore or junior year.

The Liberal Studies Major

The following courses are required for Liberal Studies majors to help prepare for the content required for a Multiple Subject teaching credential. Some courses also satisfy the general core requirements for the bachelor's degree. Liberal Studies majors must achieve grades of C or higher in all courses in the Major and Concentration. Liberal Studies majors may not double count courses required for the major, including Concentration courses, toward any other major or minor.

Code	Title	Units
Liberal Studies		
LBST 100	Foundations in Liberal Studies (Fall only)	3
LBST 495	Senior Seminar in Liberal Studies (Spring only, must be taken within last 30 units of coursework)	3
Mathematics		
MATH 200	Mathematical Concepts for Elementary Teachers I (Fall only)	3
MATH 300	Mathematical Concepts for Elementary Teachers II (Spring only)	3
Natural Sciences		
CHEM/PHYS 105	Physical Sciences for K-8 Teachers (Fall only)	3
BIOL/EOSC 116	Earth and Life Science for Educators (Spring only)	3
Humanities and the Fine Arts		
ARTV 350	Art Fundamentals (Fall only)	3
ENGL 215	Children's Literature (Spring only)	3
ENGL 377	Development of the English Language	3
HIST 117	U.S. History to 1877	3
HIST 389	History of California (Fall only)	3
MUSC 115	Music Teaching and Learning: The Creative Experience	3

PHIL 341	Ethics and Education (Fall only)	3
THEA 155	Theatre in Education (Fall only)	3
Education		
EDTE 300P	Diversity, Inclusion & Schooling	3
And take at least one of:		3
EDTE 310P	Educational Psychology	
EDTE 311P	Equity & Advocacy in Educational Systems	
Total Units		**48**

Concentrations in Liberal Studies (12-14 units)

The Concentration allows majors to delve more deeply into a subject area of their choice that will benefit them as future educators and is closely related to the elementary school curriculum. Select one concentration.

Code	Title	Units
Art - Visual Arts Concentration		
Select two of the following courses:		8
ARTV 101	Introduction to Drawing	
ARTV 102	Introduction to Color	
ARTV 103	Introduction to Graphic Design	
ARTV 104	Introduction to Animation	
ARTV 105	Introduction to Sculpture	
ARTV 107	Introduction to Photography	
ARTV 108	Introduction to Film / Video	
Select one of the following courses:		4
ARTV 300	Intermediate Graphic Design	
ARTV 302	Intermediate Drawing	
ARTV 304	Printmaking	
ARTV 306	Book Arts	
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Topics in Film / Video	
ARTV 323	Film and the Female Gender	
ARTV 324	Intermediate / Advanced Film / Video	
ARTV 325	Practicum in Visual Arts	
ARTV 329	Fundamentals of Painting	
ARTV 333	Interdisciplinary 2D Studio	
ARTV 344	Figure Drawing	
ARTV 353	Color Photography	
ARTV 354	Intermediate Photography	
ARTV 355	Architecture, Film & Media: The Space of the Screen	
ARTV 356	Between Me and You: Representing the Self and the Other	
ARTV 357	Line in the Sand	
ARTV 361	Advanced Photography	
ARTV 362	Studio Photography	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 382	Public Art Studio	
ARTV 400	Advanced Graphic Design	
ARTV 403	Advanced Drawing/Painting Seminar	
ARTV 410	Black Mirror: Self-Representation in the African Diaspora	
ARTV 421	Interactive Digital Music and Arts	
ARTV 429	Intermediate/Advanced Painting	
ARTV 494	Special Topics in Visual Arts	
Total Units:		12
Communication Concentration		
COMM 203	Public Speaking	3
Select one of the following:		
COMM 101	Introduction to Human Communication	3-4
or COMM 130	Introduction to Media Studies	
Select two upper division courses:		6
Total Units:		12

NOTE: The following clusters help organize student choices when they speak with the academic advisor, but do not reflect the concentration requirements. Liberal Studies majors can satisfy the concentration with ANY two upper division communication courses.

Thematic Clusters for Communication Concentration

Code	Title	Units
Communication & Youth Development Theme:		
COMM 422	Family Communication	
COMM 445	Gender Communication	
COMM 482	Children and Media	
COMM 483	Teens and Popular Culture	
Communication & Relationships Theme:		
COMM 325	Interpersonal Communication	
COMM 326	Nonverbal Communication	
COMM 350	Small Group Communication	
COMM 422	Family Communication	
Culture & Global Communication Theme:		
COMM 380	International Media	
COMM 432	Film and Cultural Politics	
COMM 475	Intercultural Communication	
COMM 488	Global Team Development	
Strategic Communication Theme:		
COMM 353	Organizational Communication	
COMM 403	Advanced Public Speaking	
COMM 455	Interviewing and Negotiating	
COMM 460	Persuasion and Influence	
History Concentration		
Select one lower division course (other than HIST 117):		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	
HIST 110	World History Topics	
HIST 115	Topics in War and Peace in Historical Perspective	
HIST 116	War and Peace in the Modern World	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 125	Race and Ethnicity in the American Experience	
HIST 126	American Women in History	

HIST 128	African American History	
HIST 130	East Asia in Transformation	
HIST 135	Topics in the History of Culture and Identity	
HIST 140	Modern Europe	
HIST 145	Topics in Urban History	
HIST 150	Topics in Comparative History	
HIST 155	Topics in History, Literature, and Film	
HIST 160	Topics in History of Science and Technology	
HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 172	Fundamentals of Africana Studies I	
HIST 180	Great Moments in Time	
HIST 190	Topics in World History	
HIST 191	Topics in European History	
HIST 192	Topics in U.S. History	
HIST 194	Special Topics in History	
Select one upper division European History course:		3
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 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 333	Europe 1600-1800	
HIST 335	The Victorians in Literature & Film	
HIST 343	History of Germany Since 1945	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 348	France in Revolution and War	
HIST 350	England 1348-1688: Plague to Revolution	
HIST 351	Modern Britain	
HIST 352	Victorian Britain and the World	
HIST 353	Topics in Russian and East European History	
HIST 354	History of Spain	
Select two upper division World History courses:		6
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging	
HIST 309	Topics in African History	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 355	Ancient Near East	
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	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
HIST 376	U.S. Foreign Relations in the Long 19th Century	
HIST 377	Twentieth Century U.S. Foreign Relations	
HIST 378	The History of World War I and World War II through Literature and Film	
HIST 384	History of Mexico	
Total Units:		12
Life Science Concentration		
BIOL 240	Bioenergetics and Systems	3
BIOL 240L	Bioenergetics and Systems Laboratory	1
BIOL 242	Genomes and Evolution	3
BIOL 242L	Genomes and Evolution Laboratory	1
Select two upper division courses:		5-6
BIOL 300	Genetics	
BIOL 305	Ecology	
BIOL 361	Ecological Communities of San Diego County	
Or any upper division course with appropriate prerequisites		
Total Units:		13-14
Literature Concentration		
ENGL 260	Critical Reading	3
or ENGL 222	Poetry	
or ENGL 250	Literary Foundations	
Choose one course in Literary Cultures and Theories		3
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	
Choose two upper division electives:		6
One course must be a Literature course.		
A maximum of one creative writing course may be taken.		
The Writing Center or Southeast San Diego Tutoring may count up to 3 units.		
Total Units:		12
Marine Biology Concentration		
EOSC 121	Life in the Ocean	4
or EOSC 123	Organisms and Ecosystems	
EOSC 220	Introduction to Atmospheric and Ocean Sciences (Liberal Studies majors must have completed MATH 115, CHEM 105/PHYS 105, and BIOL 116/ EOSC 116)	4
EOSC 436	Marine Community Ecology with Lab	4
or EOSC 430	Human Impacts on the Coastal Environment with Lab	
Total Units:		12
Mathematics Concentration		
Note: Other choices are possible for students with advanced standing in mathematics. Please consult with the mathematics concentration coordinator before selecting other courses.		
MATH 120	Introduction to Statistics	3
MATH 150	Calculus I	3-4
or MATH 130	Survey of Calculus	
or MATH 133	Business Calculus	

Select two of the following:		6-7
COMP 110	Computational Problem Solving	
MATH 110	Investigations in Mathematics	
MATH 151	Calculus II	
MATH 260	Foundations of Higher Mathematics (MATH 150 is pre-requisite)	
or MATH 262	Discrete Mathematics	
MATH 320	Linear Algebra (MATH 151 is a prerequisite)	
Total Units:		12-14

Code	Title	Units
Multicultural Studies Concentration		
Take one course from each discipline, and one additional course from the area of your choice. Discuss course options with academic advisor.		
Anthropology Course:		
Requirement will be fulfilled by any Cultural Anthropology course		3
ANTH 102	Introduction to Cultural Anthropology	
ANTH 320	North American Indian Cultures	
ANTH 321	California and Great Basin Indian Cultures	
ANTH 323	Southwest Indian Cultures	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 362	Piracy in the New World	
ANTH 364	Surf Culture And History	
ANTH 410	Social Change: Global Perspectives	
Ethnic Studies Course:		
Requirement will be fulfilled by any Ethnic Studies (ETHN) course		3
Sociology Course:		
Requirement will be fulfilled by any Sociology (SOCI) course		3
Additional ANTH, ETHN, or SOCI Course:		
One additional course from above selections (Cultural Anthropology, Ethnic Studies, or Sociology)		3
Total Units:		12

Code	Title	Units
Music Concentration		
Theory/Composition Requirement		
MUSC 120	Fundamentals of Music Theory	3
History/Culture Requirement		
Select two of the following courses:		6
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 104	Music in San Diego	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 130	Music in Society	
MUSC 131	Music Videos in America: MTV, Youth Culture, and Musical Aesthetics	
MUSC 132	Alarm Will Sound: Music, Fear, and Conflict	
MUSC 133	Music and Film	
MUSC 140	Music in World Cultures	
MUSC 141	Music and Culture in Asia	
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 332	Music History III: The Late 19th Century to the Present	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 420	Digital Audio Composition	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
MUSC 483	Special Topics in Music History	
Performance Studies and Ensembles Requirement		
Choose two units from:		2
MUSC 105	Class Piano: Rock, Pop, Jazz and Blues	
MUSC 204	Keyboard Skills I	
or MUSC 205	Keyboard Skills II	
MUSC 107	Class Voice	
MUSC 108	Class Guitar	
Choose 1 unit from:		1
MUSC 150	Chamber Music Ensembles	
or MUSC 350	Chamber Music Ensembles	
MUSC 151	USD Strings	
or MUSC 351	USD Strings	
MUSC 153	Concert Choir	
or MUSC 353	Concert Choir	
MUSC 155	Jazz Ensemble	
or MUSC 355	Jazz Ensemble	
MUSC 156	Band	
or MUSC 356	Band	
MUSC 157	Gamelan Ensemble	
or MUSC 357	Gamelan Ensemble	
MUSC 158	Mariachi Ensemble	
or MUSC 358	Mariachi Ensemble	
MUSC 159	Gospel Choir	
or MUSC 359	Gospel Choir	
Other choices may be possible in consultation with the concentration coordinator.		
Total Units:		12
Psychology Concentration		
PSYC 101	Introductory Psychology	3
PSYC 314	Developmental Psychology: Childhood and Adolescence	3
or PSYC 318	Child Development Across Cultures	
Select two courses from the following: [1]		6
PSYC 230	Research Methods in Psychology	
or PSYC 260	Statistics	
PSYC 322	Social Psychology	
PSYC 324	Cross-Cultural Psychology	
PSYC 328	Stereotyping, Prejudice and Discrimination	
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 342	Biological Psychology	

PSYC 354	Behavior Disorders of Childhood	
PSYC 362	Black Families	
PSYC 414	Social-Emotional Development	
Total Units:		12
Spanish Language and Latinx American Cultures Concentration		
Recommended for Bilingual Authorization		
SPAN 301	Writing and Composition in Spanish	3
or SPAN 311	Writing and Composition for Heritage Speakers	
SPAN 304	Cultural History of Latin America	3
or HIST 361	Modern Latin America	
Spanish - Choose one of the following courses:		3
SPAN 303	Introduction To Cultural Analysis	
SPAN 304	Cultural History of Latin America	
SPAN 305	Spanish for the Professions and Social Change	
SPAN 306	Phonetics and Pronunciation	
SPAN 307	Introduction to Hispanic Linguistics	
SPAN 315	L2 Teaching Methodologies and Applied Linguistics	
SPAN 360	Survey of Latin American Literature	
SPAN 410	Latinx Literatures and Cultures	
SPAN 434	The "New" World	
SPAN 441	Topics in Literature, Film and Culture-Domestic Focus	
SPAN 442	Topics in Literature, Film and Culture-Global Focus	
SPAN 448	Latin American Short Story	
SPAN 449	Latin American Novel	
SPAN 451	Latin American Poetry	
SPAN 453	Mexican Literature and Culture	
SPAN 456	Humans Rights in Latin American Cultural Production	
SPAN 458	Jewish Latin America	
Interdisciplinary Option - Choose one of the following courses:		3
ETHN 343	Chicano San Diego	
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 383	Chicano/a/x History	
HIST 384	History of Mexico	
POLS 357	Politics in Latin America	
POLS 374	U.S.-Latin American Relations	
THRS 358	Latinoa Catholicism	
Total Units:		12
Theatre Concentration		
THEA 101	Script Analysis	3
THEA 230	Fundamentals of Acting	3
Choose one of the following:		3-4
THEA 205	Technical Theatre with Lab	
THEA 220	Fundamentals of Theatrical Design	
Select one additional course from the following: [1]		3-4
THEA 205	Technical Theatre with Lab	
THEA 220	Fundamentals of Theatrical Design	
THEA 320	Scenic Design	
THEA 325	Lighting and Sound for Entertainment Design	
THEA 330	Costume Design	
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 360	Theatre History 1	
THEA 365	Playwriting	
THEA 370	Performance Studies	
THEA 380	Theatre of Diversity	
THEA 390	Directing and Stage Management	
THEA 430	Contemporary Acting	
THEA 435	Classical Acting	
THEA 475C	Theatre and Community	
THEA 494	Special Topics in Theatre	
Total Units:		13

[1] Some upper division courses may have prerequisites

Teaching Credential Pathways

Completing a Teaching Credential is not a requirement to complete the Liberal Studies major. Only grades of B- or higher in Professional Preparation courses satisfy requirements for teaching credentials.

Credential Options: Preliminary Multiple Subject and/or Preliminary Education Specialist

The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most K-6 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.

The Education Specialist Instruction Credential for mild/moderate disabilities authorizes the holder to serve children, youth, and adults who have special learning or emotional needs. This credential may be used in K-12 resource rooms, special day classes, or alternative settings, and authorizes teachers to instruct individuals in grades K-12 and adults through age 22 with specific learning disabilities or health impairments.

The coursework for both credentials is the same, however the student teaching placement requirement is specific to the type of teaching credential sought.

Foundations Block

Must be taken before beginning the Methods Block; these courses may be taken before admission to the Undergraduate Credential Program.

Code	Title	Units
ENGL 377	Development of the English Language	3
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3

Methods Block

Must be completed before beginning Student Teaching; candidates must be admitted to the Credential Program. These courses have a field placement requirement associated with each class.

Code	Title	Units
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
or EDTE 320P	Bilingual Elementary Curriculum Methods I: Math and Science	
EDTE 303P	Elementary Methods II: Humanities	3

or EDTE 321P	Bilingual Elementary Curriculum Methods II: Humanities	
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3

Student Teaching Block

Courses taken concurrently. Students register for the student teaching courses for the credential they are seeking.

Code	Title	Units
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

Code	Title	Units
EDSP 490P	Student Teaching Mild to Moderate Disabilities (Full day)	9
EDSP 490S	Education Specialist Student Teaching and Seminar-Mild Moderate	3

Recommended Program of Study, Liberal Studies

Freshman Year		Units
		Units

To complete the program of study (including a teaching credential) in 4 years, a student must take 18 units per semester in 2-3 semesters or take courses in intersession and summer.

Please note that completing the teaching credential coursework is not a requirement for completion of the Liberal Studies major. They are included in the plan of study to indicate where they fit in the sequence.

Semester I		
LBST 100	Foundations in Liberal Studies	3
FYW 150	First Year Writing	3
CHEM 105	Physical Sciences for K-8 Teachers	3
or PHYS 105	Physical Sciences for K-8 Teachers	
Core		3
Elective		3
Semester II		
BIOL 116	Earth and Life Science for Educators	3
or EOSC 116	Earth and Life Science for Educators	
MATH 115	College Algebra	3
LANG 101	1st Semester Language	3
MUSC 115	Music Teaching and Learning: The Creative Experience	3
Core		
Sophomore Year		
Semester I		
THEA 155	Theatre in Education	3
MATH 200	Mathematical Concepts for Elementary Teachers I	3
LANG 102	Second Semester Language	3
HIST 117	U.S. History to 1877	3
Core		3
Apply to the Undergraduate Teaching Credential Program (SOLES)		
Semester II		
ENGL 215	Children's Literature	3
MATH 300	Mathematical Concepts for Elementary Teachers II	3
LANG 201	Third Semester Language	3
Concentration		3
Core/Electives (2)[1]		3
Junior Year		
Semester I		
PHIL 341	Ethics and Education	3
ARTV 350	Art Fundamentals	3
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
Concentration		3
Semester II		
ENGL 377	Development of the English Language	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 301P	Methods for Language & Literacy (Or take in Senior Fall semester)	3
Core/Elective		3
Concentration		3
Senior Year		
Semester I		
HIST 389	History of California	3
EDTE 302P	Elementary Methods I: Math & Science	3
EDTE 312P	Methods for Multilingual Learners (Or take in Senior Spring semester)	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
Concentration		3
Semester II		
LBST 495	Senior Seminar in Liberal Studies	3
EDTE 303P	Elementary Methods II: Humanities	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
Core/Elective		3
Senior Year 2		
Semester I		
Full time, full semester student teaching and seminar		
EDUC 490P	Student Teaching for the Multiple Subject Credential	9
or EDSP 490P	Student Teaching Mild to Moderate Disabilities	
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential	3
or EDSP 490S	Education Specialist Student Teaching and Seminar-Mild Moderate	

[1] To avoid taking 18 units in a semester, students must take one or more intersession or summer courses.

Recommended Program of Study, Combined BA/ MEd Teacher Education Program (CTEP) - Elementary Education Pathway

Liberal Studies majors may elect the Combined BA/MEd Teacher Education Program (CTEP) pathway offered jointly with the School of Leadership and Education Sciences, in which students earn the Liberal Studies BA, a preliminary Multiple Subject and/or Special Education teaching credential, and an MEd in Curriculum and Instruction in as little as five years. For MEd program information and course descriptions, please refer to the section in the Graduate Course Catalog for SOLES, Department of Learning and Teaching. Students who are interested in the CTEP pathway should consult with the Liberal Studies program director during their junior year to confirm the plan of study. Applications are due in Fall of Senior Year.

Senior Year

Students follow the recommended plan of study grid above, with the following changes to the Senior year

Do not take EDTE 313P or EDTE 316, and instead of the core/elective course take:*

EDTE 452P	Clinical Experience: Extended Practicum	3

* Students may apply 6 units of coursework (EDTE 317P and 452P) toward the requirements for both the BA and MEd degrees.

Graduate Program - CTEP Elementary Education Pathway

First Year

Semester I		**Units**
In the Fall semester of the MEd program, students take:		
EDTE 513P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 514	Educational Research Methods	3
EDTE 553F	General Education Student Teaching and Seminar	3
EDTE 518C	Educating the LatinX Student: History & Culture (Or an EDUC or EDTE 5XX elective)	3
Semester II		
In the Spring semester of the MEd program, students take:		
EDTE 515S	Capstone Seminar	3
EDTE 516	Technology & Learning	3
EDTE 554F	Education Specialist Student Teaching and Seminar - Mild Moderate	3
EDTE 519P	Methods for Language and Literacy in Spanish (Or an EDUC or EDTE 5XX elective)	3

The SOLES MEd programs have a global experience requirement. For CTEP students, this may be met at the undergraduate or graduate level, as long as specific criteria are satisfied.

LBST 100 | FOUNDATIONS IN LIBERAL STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
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 the 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. Additionally, this course has been designed so that participants with different interests can shape their own learning and maximize their own intellectual and educational interests.

LBST 495 | SENIOR SEMINAR IN LIBERAL STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration
Prerequisites: LBST 100
The Liberal Studies major culminates in the capstone course in which the student will meaningfully connect the concentration area to course work taken and complete a semester-long research project. This is an opportunity to participate in an in-depth intellectual examination of an area of personal and academic interest. 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 a future educator. Each student will create a research project that exemplifies an ability to integrate the area of concentration to examine a complex issue, problem, or phenomenon that in some way relates to their role as future teachers. One or more class presentations are typically required in addition to a substantial written work.

Elementary or Special Education Certificate

See Elementary or Special Education Certificate (p. 128).

Secondary Education Certificate

See Secondary Education Certificate (p. 274).

Mathematics

Chair

Diane Hoffoss, PhD

Faculty

Adam Boocher, PhD

Amy Buchmann, PhD

Emily Cilli-Turner, PhD

Satyan L. Devadoss, PhD

Jane E. Friedman, PhD

Bennet Goeckner, PhD

Stacy Langton, PhD

Lynn McGrath, PhD

Perla Myers, PhD

Cameron Parker, PhD

Lukasz Pruski, PhD

Amanda Ruiz, PhD

Michael Shulman, PhD

Ani Velo, PhD

Mathematics Placement

For students to succeed in mathematics courses, it is important that they have the proper background. Students will be placed into their first math course at USD based on their score on the math placement exam. Students can take the placement exam at most five times during their time at USD.

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.

The Mathematics Major

Preparation for the Major

Code	Title	Units
MATH 110	Investigations in Mathematics	3-3.5
or MATH 120	Introduction to Statistics	
or COMP 110	Computational Problem Solving	
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
Total Units		**18-18.5**

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:

Code	Title	Units
MATH 320	Linear Algebra	3
MATH 360	Real Analysis	3
MATH 375	Abstract Algebra	3
Select 15 units of upper-division electives except for MATH 300, 305, 405, and 498.		15
Total Units		**24**

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

Recommended Program of Study: Mathematics

Freshman Year

Semester I		**Units**
LLC Class		3-4
MATH 118	Essentials of Trigonometry (if needed)	1
MATH 110, 120, or COMP 110	Investigations in Mathematics Introduction to Statistics Computational Problem Solving	3-3.5
MATH 150	Calculus I	4
CC		3
Semester II		
MATH 151	Calculus II	4
MATH 260 or 262	Foundations of Higher Mathematics Discrete Mathematics	3
CC		6-9
Sophomore Year		
Semester I		
MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
CC		6-9
Semester II		
Upper-Division Math		3
CC or Electives		12-15
Junior Year		
Semester I		
Upper-Division MATH		6
CC or Electives		9-12
Semester II		
Upper-Division MATH		6
CC or Electives		9-12
Senior Year		
Semester I		
MATH 360	Real Analysis	3
Upper-Division MATH		3
CC or Electives		6-12
Semester II		
MATH 375	Abstract Algebra	3
Upper-Division MATH		3
CC or Electives		6-12

Applied Emph asis

The mathematics department also offers a major in mathematics with an applied emphasis.

Preparation for the Major

Code	Title	Units
MATH 120	Introduction to Statistics	3-3.5
or COMP 110	Computational Problem Solving	
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
Total Units		**18-18.5**

Major Requirements

For the mathematics major with applied emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

Code	Title	Units
MATH 320	Linear Algebra	3
MATH 440	Mathematical Modeling in Ecology [2]	3-4
or MATH 445	Mathematical Modeling	
Nine units of UD Math chosen from the following list:		9
MATH 310	Applied Mathematics for Science and Engineering I	
MATH 311	Applied Mathematics for Science and Engineering II	
MATH 330	Ordinary Differential Equations	
MATH 331	Partial Differential Equations	
MATH 340	Numerical Analysis I	
MATH 341	Numerical Analysis II	
MATH 350	Probability	
MATH 351	Mathematical Statistics	
MATH 444	Forum	
Nine additional units of UD Math		9
Total Units		**24-25**

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

[1] Students are strongly advised to complete MATH 320 before taking upper-division courses numbered above 330.

[2] Other math modeling courses also may satisfy this requirement.

Recommended Program of Study: Applied Emphasis

Freshman Year

Semester I		Units
LLC Class		3-4
MATH 118	Essentials of Trigonometry (if needed)	1
MATH 120 or COMP 110	Introduction to Statistics Computational Problem Solving	3-3.5
MATH 150	Calculus I	4
CC		3
Semester II		
MATH 151	Calculus II	4
MATH 260 or 262	Foundations of Higher Mathematics Discrete Mathematics	3
CC		6-9

Sophomore Year

Semester I		
MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
CC		6-9
Semester II		
Upper-Division Math		3
CC or Electives		9-12

Junior Year

Semester I	
Upper-Division Math	3-6
CC or Electives	9-12
Semester II	
Math 440, 445 or other Math Modeling Course	3-4
Upper-Division Math	3
CC or Electives	9-12

Senior Year

Semester I	
Upper-Division MATH	6
CC or Electives	9-12
Semester II	
Upper-Division MATH	3-6
CC or Electives	9-12

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

Code	Title	Units
COMP 110	Computational Problem Solving	3.5
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 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
Total Units		**24.5**

Major Requirements

For the mathematics major with secondary education emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

Code	Title	Units
MATH 300	Mathematical Concepts for Elementary Teachers II	3
MATH 320	Linear Algebra	3
MATH 325	History of Mathematics	3
MATH 350	Probability	3
MATH 360	Real Analysis	3
MATH 375	Abstract Algebra	3
MATH 493	Math Education Field Experience	1-3

Select 6 units of Upper-Division Mathematics Electives (chosen from courses numbered above 300)	6
Total Units	**25-27**

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, including coursework, field placements, and a full semester of full-time student teaching.

Recommended Program of Study: Secondary Education Emphasis

Freshman Year

Semester I		**Units**
LLC Class		3
MATH 115 or 150	College Algebra Calculus I	4
MATH 118	Essentials of Trigonometry (if needed)	1
CC		6-8
Semester II		
MATH 120	Introduction to Statistics	3
COMP 110	Computational Problem Solving	3.5
MATH 150 or 151	Calculus I Calculus II	4
CC		6

Sophomore Year

Semester I		
MATH 151 or 250	Calculus II Calculus III	4
MATH 260 or 262	Foundations of Higher Mathematics Discrete Mathematics	3
CC, SOLES, and electives		6-9
Semester II		
MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
MATH 300	Mathematical Concepts for Elementary Teachers II	3
CC, SOLES, and electives		6-9

Junior Year

Semester I		
MATH 350	Probability	3
Upper-Division MATH		0-3
CC, SOLES, and electives		9-12
Semester II		
Upper-Division MATH		6
CC, SOLES, and electives		9-12

Senior Year

Semester I		
MATH 493	Math Education Field Experience	1-3
MATH 360	Real Analysis	3
CC, SOLES, and electives		9-12
Semester II		
MATH 375	Abstract Algebra	3
Upper-Division MATH		0-3
CC, SOLES, and electives		9-12

The Mathematics Minor

Students may obtain a minor in mathematics by completing 21 units of mathematics course work. These units must include:

Code	Title	Units
6 units of upper division work		6
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
Total Units		**21**

MATH 100 | FUNDAMENTALS OF ALGEBRAIC REASONING
Units: 3 Repeatability: No
The goal of this course is to develop fundamental algebra skills and mathematical intuition in order to prepare students for mathematics courses that satisfy the mathematical reasoning and quantitative reasoning core requirements at USD. Students will build mathematical intuition by modeling real life situations using mathematical tools. Students will develop skills for solving algebraic equations, simplifying expressions, and solving problems. Students will investigate linear, polynomial, and rational expressions through the lenses of verbal, graphical, numerical, and algebraic representations.

MATH 110 | INVESTIGATIONS IN MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
Prerequisites: MATH 090 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Mathematics is much more than calculation; it is an imaginative and creative endeavor that studies all sorts of patterns and structures, many of which are beautiful, intriguing, and applicable to the real world. This course will explore some surprising and rewarding mathematical ideas in areas that could include games, fractals, ciphers, elections, finance, risk measurement, the nature of infinity, or others. Along the way, students may confront issues that challenge their intuition, gain sharper analytical reasoning skills, and experience mathematical questions that have remained unsolved for hundreds of years. This course does not serve as a prerequisite to MATH 120, MATH 130, MATH 150, or MATH 200.

MATH 115 | COLLEGE ALGEBRA
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 090 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs.

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 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 115 or MATH 130 or MATH 150
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
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 with a minimum grade of C-
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 (2MTH or 3MTH).

MATH 133 | BUSINESS CALCULUS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: Passing the appropriate departmental placement test within the previous year or MATH 115 with a minimum grade of C-
This course provides an introduction to differential calculus in the context of business applications, and mathematical finance. Additional business applications of linear algebra as time allows. Students may not receive credit for both MATH 133 and MATH 130. This course is intended for students in the School of Business. This course should not be taken as a substitute for MATH 130 by non-business majors or students who are undecided on their major.

MATH 150 | CALCULUS I
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references.

MATH 151 | CALCULUS II
Units: 4 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150 with a minimum grade of C-
Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references.

MATH 200 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I
Units: 3 Repeatability: No
Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-
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.

MATH 250 | CALCULUS III
Units: 4
Prerequisites: MATH 151 with a minimum grade of C-
Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references.

MATH 260 | FOUNDATIONS OF HIGHER MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150
Mathematics is a creative endeavor based on reasoning, discovery and justification. In higher mathematics we explore, conjecture, and formally prove theorems about the behavior of abstract objects that model different aspects of reality. This course is an introduction and transition to the goals, tools, and subject matter of higher mathematics, including logic, the methods and structure of mathematical proof, mathematical induction, basic set theory, creative problem solving, and mathematical writing and communication. Students may not receive credit for taking both MATH 260 and MATH 262.

MATH 262 | DISCRETE MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150
This course introduces students to discrete mathematical structures, in contrast to the continuous ones studied in calculus. It also serves as a gateway to higher mathematics, which is a creative endeavor based on reasoning, discovery, and justification, using abstract objects to model different aspects of reality. Core topics of the course, which emphasize creative problem solving and algorithmic thinking, include sets and functions, graph theory, induction and recursion, and logic and proof, with additional topics selected from number theory, combinatorics and probability.

MATH 294 | SPECIAL TOPICS IN MATHEMATICS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 151 with a minimum grade of C-
Topics of special interest chosen by the instructor.

MATH 299 | LOWER DIVISION INDEPENDENT STUDY IN MATHEMATICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent lower division study of mathematics under the supervision of a member of the mathematics faculty.

MATH 300 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II
Units: 3 Repeatability: No
Prerequisites: MATH 200 with a minimum grade of C
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.

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 Repeatability: No
Prerequisites: MATH 151 with a minimum grade of C-
Matrix algebra, ordinary differential equations, and operational techniques. Students may not receive credit for both MATH 310 and MATH 330 (mutually exclusive).

MATH 311 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING II
Units: 3-4 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and MATH 310 with a minimum grade of C-
Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis.

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 Repeatability: No
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
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.

MATH 325 | HISTORY OF MATHEMATICS
Units: 3 Repeatability: No
Prerequisites: MATH 250 and (MATH 260 or MATH 160 or MATH 222 or MATH 262)
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.

MATH 330 | ORDINARY DIFFERENTIAL EQUATIONS
Units: 3 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications.

MATH 331 | PARTIAL DIFFERENTIAL EQUATIONS
Units: 3
Prerequisites: MATH 330 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 151 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 110 with a minimum grade of C-
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.

MATH 341 | NUMERICAL ANALYSIS II
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and MATH 340 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
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 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
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.

MATH 360 | REAL ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is an introduction to analysis of functions of one real variable.

MATH 361 | TOPICS IN ANALYSIS
Units: 3 Repeatability: No
Prerequisites: MATH 360 with a minimum grade of C-
Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is a continuation of MATH 360.

MATH 365 | COMPLEX FUNCTION THEORY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
Analytic function theory; power series, analytic continuation, conformal mapping, and applications.

MATH 370 | THEORY OF NUMBERS
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
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.

MATH 375 | ABSTRACT ALGEBRA
Units: 3 Repeatability: No
Prerequisites: MATH 320 with a minimum grade of C-
Abstract algebra is the study of operations like addition and multiplication that act on objects other than numbers, such as vectors, matrices, polynomials, functions, transformations, and symmetries. This course is an introduction to the basic structures of abstract algebra: groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and their applications to other branches of mathematics.

MATH 380 | GEOMETRY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
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.

MATH 385 | TOPOLOGY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness.

MATH 388 | MATHEMATICAL LOGIC
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic.

MATH 395 | MATHEMATICAL PROBLEM SOLVING SEMINAR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MATH 151 with a minimum grade of C-
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 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: (MATH 160 or MATH 222) and (MATH 310 or MATH 330)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440. Students may not receive credit for taking both MATH 440 and MATH 445.

MATH 444 | FORUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
Prerequisites: MATH 320 and (MATH 325 or MATH 330 or MATH 331 or MATH 340 or MATH 341 or MATH 350 or MATH 351 or MATH 355 or MATH 360 or MATH 361 or MATH 365 or MATH 370 or MATH 375 or MATH 380 or MATH 385 or MATH 388 or MATH 445)
The goal of this capstone mathematics course is to improve the ability to communicate mathematics, both written and oral, to a general and technical audience. In the process, students are exposed to a broad range of topics from modern and classical mathematics, and increase their familiarity with the culture of mathematics. This course fulfills the upper division writing and oral communication requirements.

MATH 445 | MATHEMATICAL MODELING
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C-
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 493 | MATH EDUCATION FIELD EXPERIENCE
Units: 1-3 Repeatability: No
Non-Core Attributes: Experiential
The goal of this course is to provide students who are working towards a single subject credential in mathematics with a supervised field experience working with pre-college learners of mathematics. The students must not only work with students learning mathematics, they must also reflect on that experience. They will write a paper of at least five pages in length in which they reflect on their experience, including any lessons they have learned for their future as credentialed mathematics teachers. This course is only for students who are intending to become pre-college teachers of mathematics.

MATH 494 | SPECIAL TOPICS IN MATHEMATICS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor.

MATH 496 | DIRECTED RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Undergraduate Research
Independent research directed by a faculty member.

MATH 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: 1-3 Repeatability: Yes (Can be repeated for Credit)
Student reading in selected special topics; student presentations. May be repeated for credit once with a different topic. Only six units of MATH 499 will count towards completion of the Mathematics major. Additional units of MATH 499 will only count as units towards graduation.

Medieval and Renaissance Studies

Program Directors

Holly Hamilton-Bleakley, PhD, Philosophy

Affiliated Faculty

Ryan Abrecht, PhD, History

Brittany Asaro, PhD, Languages, Cultures and Literatures

Susie Babka, PhD, Theology and Religious Studies

Thomas Barton, PhD, History

Maura Giles-Watson, PhD, English

Jerome Hall, PhD, Anthropology

Juliana Maxim, PhD, Art, Architecture + Art History

Molly McClain, PhD, History

Joseph McGowan, PhD, English

Turner Nevitt, PhD, Philosophy

Santiago Rubio-Fernaz, PhD, Languages, Cultures and Literatures

Cecilia Ruiz, PhD, Languages, Cultures and Literatures

Stefan Vander Elst, PhD, English

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.

The Medieval & Renaissance Studies Minor

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.

Code	Title	Units
Lower Division		
Select 2 courses from the following:		6
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 240	Shakespeare	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
PHIL 171	Medieval Philosophy	
THRS 114	Introductory Studies in Catholic Theology	
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 330	Dante	
ENGL 331	Medieval Studies	
ENGL 333	Chaucer	
ENGL 335	Renaissance Drama	
ENGL 337	Renaissance Studies	
ENGL 338	Milton	
ENGL 340	Restoration Studies	
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 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 353	Topics in Russian and East European History	
HIST 382	The Spanish Southwest	
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 420	Dante and His Times	
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
PHIL 467	Studies in Renaissance Philosophy	

PHIL 471	Studies in Medieval Philosophy
SPAN 302	Cultural History of Spain
SPAN 320	
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 434	The "New" World
THRS 311	Jewish Faith and Practice - Advanced Writing
THRS 313	Jewish Faith and Practice
THRS 315	Islamic Thought and Culture
Total Units	**18**

Relevant 394/494 and topics courses or Honors courses in Anthropology, Art History, English, French, German, History, Italian, Latin, Music, Philosophy, Spanish, or Theology and Religious Studies, to be approved by the program director, may also satisfy the upper-division requirements.

Music

Chair

Emilie Amrein, DMA

Faculty

Christopher Adler, PhD

Meghan Hynson, PhD

Jeffrey Malecki, DMA

Gema Garcia Grijalva, MM

Ryan Nestor, DMA

Charissa Noble, PhD

Angela Yeung, PhD

The mission of the Department of Music is to educate and prepare all students with musical interest to excel and succeed in the areas in which they are most gifted. We promote a rigorous, relevant and innovative curriculum grounded in the liberal arts and fine arts traditions, and offer depth and breadth of music experience. 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, scholarship, 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. And, we motivate students to keep music in their lives, connect with the world via music, and to develop career paths in music.

Students who complete the major acquire competence in music theory, history, performance (vocal and/or instrumental), composition/digital composition, and often in auxiliary areas such as music education, conducting, or performing arts entrepreneurship. 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, music history and culture, or music education, or they may select the general music degree program. Our ensembles – Bands (Concert and Athletic), Concert Choir, USD Strings, Chamber Music Ensembles, Opera Workshop, Jazz Ensemble, Mariachi Ensemble, Gamelan Ensemble – are open to all students, regardless of their major and/or minor. The elite ensemble, the Choral Scholars, is a scholarship-funded choir.

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, student performance majors, and guest artists of national and international stature. The Department of Music also hosts the annual Mariachi Showcase and annual choral, concerto, band, and chamber music festivals. The department has instituted a precollege program for local high school music students to form ensembles at the university under faculty direction or join existing ensembles at no cost.

For more information about the music department go to www.sandiego.edu/music (http://www.sandiego.edu/music/) and see our Facebook page, http://www.facebook.com/usdmusic (http://www.facebook.com/usdmusic/).

The Music Major

The innovative music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of music literature from the Middle Ages to the present, through balanced course offerings in music theory, composition, music history, and solo and ensemble performance. Music majors choose a General Music Major or a Music Major with Emphasis in Performance, Music Theory, Composition, or Music History and Culture, or Music Education (which includes the single-subject teaching credential in music).

The Music Minor

The Department offers the general minor, which provides basic experiences in music theory, history/culture and performance and a wide range of elective courses, and the comprehensive minor, a more rigorous program with fewer electives.

The Music Major

Preparation for the Major

All majors are required to complete the following courses (26 units):

Code	Title	Units
Theory/Composition		
MUSC 120	Fundamentals of Music Theory	3
MUSC 205	Keyboard Skills 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		
Select one of the following:		3
MUSC 140	Music in World Cultures	
MUSC 141	Music and Culture in Asia	
And select one of the following:		3
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 104	Music in San Diego	
MUSC 109	Introduction to Sonic Arts	
MUSC 115	Music Teaching and Learning: The Creative Experience	

MUSC 130	Music in Society	
MUSC 131	Music Videos in America: MTV, Youth Culture, and Musical Aesthetics	
MUSC 132	Alarm Will Sound: Music, Fear, and Conflict	
MUSC 133	Music and Film	
Performance		
Four semesters of a performance ensemble, to be chosen from the following:		4
MUSC 150/350	Chamber Music Ensembles	
MUSC 151/351	USD Strings	
MUSC 152/352	Choral Scholars	
MUSC 153/353	Concert Choir	
MUSC 155/355	Jazz Ensemble	
MUSC 156/356	Band	
MUSC 157/357	Gamelan Ensemble	
MUSC 158/358	Mariachi Ensemble	
Applied Lessons		
Four semesters of individual music lessons (main instrument or voice), to be chosen from the following: [1]		4
MUSC 160 - MUSC 181/MUSC 360 - MUSC 381		
Total Units		**26**

[1] Students in the Music major with Performance Emphasis should take at least two of the four semesters of applied lessons in the Preparation for the Major at the upper-division level.

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 and enroll in at least 24 units of upper-division courses in Music, including the courses below. No more than 8 units of upper-division ensembles (MUSC 350 - MUSC 358) may be applied toward this requirement. Note also that upper-division courses taken in fulfillment of the 24-unit major requirement cannot also be used to fulfill a requirement of the Preparation for the Major.

Code	Title	Units
Select two History courses from the following:		6
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 332	Music History III: The Late 19th Century to the Present	
Select one Theory course from the following:		3
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 420	Digital Audio Composition	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Select six units of Ethnomusicology from the following:		6
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 357	Gamelan Ensemble	
MUSC 358	Mariachi Ensemble	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
Upper-Division Music Electives		9
Total Units		**24**

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, Theory, Composition, History and Culture, or Music Education. Entrance into the Performance Emphasis requires an audition by the end of the first year of study. The Music Education Emphasis should also be declared by the end of the first year.

In order to obtain a major in music with emphasis, the student must satisfy the Preparation for the Major requirements and complete at least 25 units of upper-division courses in Music, including the following emphasis requirements.

Code	Title	Units
Select two History courses from the following:		6
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 332	Music History III: The Late 19th Century to the Present	
Select two Theory courses from the following:		6
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Select six units of Ethnomusicology from the following:		6
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 357	Gamelan Ensemble	
MUSC 358	Mariachi Ensemble	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
Take the following:		
MUSC 495	Senior Project	1
Upper-Division Emphasis Courses and Music Electives (see below)		
Total Units		**19**

Performance Emphasis

Code	Title	Units
Four semesters of applied lessons on the instrument of emphasis, voice or conducting at the upper-division level [1]		4
MUSC 360-MUSC 381		
Upper-Division Music Elective(s)		2
Total Units		**6**

[1] Juniors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons. Seniors enrolled in MUSC 495 Senior Project perform a full-length Senior Recital in the spring semester of their final year.

Theory Emphasis

Code	Title	Units
Select one additional upper division course in Music Theory:		3
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Upper-Division Music Elective(s)		3
Total Units		**6**

Composition Emphasis

Code	Title	Units
Take all of the following:		3
MUSC 411	Composition Studio 1	
MUSC 412	Composition Studio 2	
MUSC 413	Composition Studio 3	
	Or substitute independent studies for each, prior to enrollment in MUSC 495 Senior Project	
Upper-Division Music Elective(s)		3
Total Units		**6**

History and Culture Emphasis

Code	Title	Units
Select one additional upper-division course in Music History/Culture:		3
MUSC 333	Pro-Seminar in Musicology	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
MUSC 483	Special Topics in Music History	
Upper-Division Music Elective(s)		3
Total Units		**6**

Teaching and Learning Emphasis

Code	Title	Units
Select two additional upper-division courses in Music Teaching and Learning		6
MUSC 314	Community Music	
MUSC 315	Conducting and Music Leadership	
MUSC 414	Music Education for Social Change	
MUSC 415	Topics in Music Teaching and Learning	
MUSC 491	Music Advocacy and Classroom Management	
Total Units		**6**

Recommended Program of Study, Music (General or with Emphasis)

Freshman Year

Semester I		Units
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 (330-332)		3
1 Ensemble		1
1 Individual Lesson		1
CC or electives		6-9
Semester II		
MUSC 205	Keyboard Skills II	1
Upper Division Theory		3
300-level History (330-332)		3
1 Ensemble		1
1 Individual Lesson		1
CC or electives		6-9

Junior Year

Semester I	
Upper Division Theory	3
Upper Division Ethnomusicology	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6-9
Semester II	
Upper Division Ethnomusicology	3
Emphasis course	3
1 Ensemble	1
1 Individual Lesson	1
Electives	6-9

Senior Year

Semester I	
Emphasis course	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 of electives.

The Comprehensive Music Minor

Take 16 units in Music including the following courses:

Code	Title	Units
Theory/Composition		
8 units of Theory		8
MUSC 120	Fundamentals of Music Theory	
MUSC 204	Keyboard Skills I	
MUSC 210	Aural Skills I	
MUSC 220	Harmony I	
History/Culture		
Select one course from the following:		3
MUSC 140	Music in World Cultures	
MUSC 141	Music and Culture in Asia	
And select one course from the following:		3
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 104	Music in San Diego	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 115	Music Teaching and Learning: The Creative Experience	
MUSC 130	Music in Society	
MUSC 131	Music Videos in America: MTV, Youth Culture, and Musical Aesthetics	
MUSC 132	Alarm Will Sound: Music, Fear, and Conflict	
MUSC 133	Music and Film	
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 333	Pro-Seminar in Musicology	
MUSC 332	Music History III: The Late 19th Century to the Present	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
MUSC 483	Special Topics in Music History	
Performance		
Two semesters of a performance ensemble or Individual Music Lessons		2
MUSC 150	Chamber Music Ensembles	
or MUSC 350	Chamber Music Ensembles	
MUSC 151	USD Strings	
or MUSC 351	USD Strings	
MUSC 152	Choral Scholars	
or MUSC 352	Choral Scholars	
MUSC 153	Concert Choir	
or MUSC 353	Concert Choir	
MUSC 155	Jazz Ensemble	
or MUSC 355	Jazz Ensemble	
MUSC 156	Band	
or MUSC 356	Band	
MUSC 157	Gamelan Ensemble	
or MUSC 357	Gamelan Ensemble	
MUSC 158	Mariachi Ensemble	
or MUSC 358	Mariachi Ensemble	
MUSC 160 - MUSC 181/MUSC 360 - MUSC 381		
Total Units		**16**

And take 6 upper-division elective units from the following courses:

Code	Title	Units
6 units of Upper-Division Elective		6
Theory/Composition		
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 420	Digital Audio Composition	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
History/Culture		
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 332	Music History III: The Late 19th Century to the Present	
MUSC 333	Pro-Seminar in Musicology	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
MUSC 483	Special Topics in Music History	
Teaching and Learning		
MUSC 314	Community Music	
MUSC 315	Conducting and Music Leadership	
MUSC 414	Music Education for Social Change	
MUSC 415	Topics in Music Teaching and Learning	
MUSC 491	Music Advocacy and Classroom Management	
Other Music Electives		
MUSC 300	Career Design in Music	
Performance (at most four units) [1]		
MUSC 350	Chamber Music Ensembles	
MUSC 351	USD Strings	
MUSC 352	Choral Scholars	
MUSC 353	Concert Choir	
MUSC 355	Jazz Ensemble	

MUSC 356	Band	
MUSC 357	Gamelan Ensemble	
MUSC 358	Mariachi Ensemble	
MUSC 360 - MUSC 381 (Individual Music Lessons) [2]		
Total Units		**6**

1 Students in their third year and above may enroll in Performance Ensembles for upper-division credit.

[2] Upper-division Individual Music Lessons are for advanced-level performers or Performance Emphasis majors only.

The General Music Minor

Take 22 units in Music, including at least 6 units in the Upper Division, selected from the following courses:

Code	Title	Units
22 units of elective courses, at least 6 at the Upper Division		22
Theory/Composition		
MUSC 120	Fundamentals of Music Theory	
MUSC 204	Keyboard Skills I	
MUSC 205	Keyboard Skills II	
MUSC 210	Aural Skills I	
MUSC 211	Aural Skills II	
MUSC 220	Harmony I	
MUSC 221	Harmony II	
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 420	Digital Audio Composition	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
History/Culture		
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 104	Music in San Diego	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 130	Music in Society	
MUSC 131	Music Videos in America: MTV, Youth Culture, and Musical Aesthetics	
MUSC 132	Alarm Will Sound: Music, Fear, and Conflict	
MUSC 133	Music and Film	
MUSC 140	Music in World Cultures	
MUSC 141	Music and Culture in Asia	
MUSC 330	Music History I: Antiquity-Baroque (400-1600CE)	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)	
MUSC 332	Music History III: The Late 19th Century to the Present	
MUSC 333	Pro-Seminar in Musicology	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 342	Global Popular Music	
MUSC 440	Topics in Ethnomusicology	
MUSC 445	Sound and Spirit in Monsoon Asia	
MUSC 483	Special Topics in Music History	
Teaching and Learning		
MUSC 115	Music Teaching and Learning: The Creative Experience	
MUSC 314	Community Music	
MUSC 315	Conducting and Music Leadership	
MUSC 414	Music Education for Social Change	
MUSC 415	Topics in Music Teaching and Learning	
MUSC 491	Music Advocacy and Classroom Management	
Other Music Electives		
MUSC 300	Career Design in Music	
Performance (not more than 7 units)		
MUSC 150	Chamber Music Ensembles	
or MUSC 350	Chamber Music Ensembles	
MUSC 151	USD Strings	
or MUSC 351	USD Strings	
MUSC 152	Choral Scholars	
or MUSC 352	Choral Scholars	
MUSC 153	Concert Choir	
or MUSC 353	Concert Choir	
MUSC 155	Jazz Ensemble	
or MUSC 355	Jazz Ensemble	
MUSC 156	Band	
or MUSC 356	Band	
MUSC 157	Gamelan Ensemble	
or MUSC 357	Gamelan Ensemble	
MUSC 158	Mariachi Ensemble	
or MUSC 358	Mariachi Ensemble	
MUSC 160 - MUSC 181/MUSC 360 - MUSC 381		
Total Units		**22**

MUSC 101 | AMERICAN MUSIC
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
What is “American” music? Who is American? How has music shaped American identity and how can we use music to tell new stories that cultivate inclusion and belonging? In this course, students will learn about a variety of musical genres representing America’s multifaceted cultural landscape. In addition to historical study, this course also prompts students to consider different social frameworks for understanding musical experience. Students will engage with lecture content and assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of American music.

MUSC 102 | JAZZ
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Undergraduate Research
This course examines the nature and history of jazz in America, from its roots to current day. In contrast to studies of Western European music, this course traces its history primarily through the individual artists; the performers are the creators of jazz. Along with the geographical, socio-political and religious contexts, American jazz is virtually inseparable from the study of racial discrimination. Racism toward Black Americans is a common theme for discussion. No previous musical study is required.

MUSC 103 | MUSIC FOR THE STAGE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course explores diverse theories and cultural practices around the concepts of "music" and "theater," and invites students to explore questions such as: How does the presence of a "stage" impact our experience of music? What is the nature of a stage and what counts as a stage? How has music influenced what happens on a stage in a global context? What are different ways that we can understand the relationship between screen-based, multimedia musical works (such as films and music videos) and live staged works? Students will engage with lecture content and assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of music for the stage.

MUSC 104 | MUSIC IN SAN DIEGO
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
The city of San Diego has a rich and diverse musical history. Beginning with the question "When is San Diego?," students will consider the people and musical traditions of those who stewarded this land long before its formation as an American city. Today, San Diego is a transnational metropolis that is home to a diverse array of cultural groups, each with their own musical traditions. Studying some of these groups and their music in close detail, students will critically address "Who is San Diego?" In addition to issues relating to the cultural landscape of San Diego, students will explore how this city's unique topographical and geographical features (deserts, mountains, beaches, proximity to Tijuana) cultivate musical expression specific to this place. Finally, students will learn about cultural sites like Balboa Park, Chicano Park, and historic theaters that have presented music for generations.

MUSC 105 | CLASS PIANO: ROCK, POP, JAZZ AND BLUES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Class Piano is a course designed for students who would like to develop elementary-level piano skills. This course is also appropriate for students who have previously studied piano and want a refresher. In this class, students will learn the rudiments of piano playing: keyboard topography, reading by finger numbers, intervallic reading, and basic concepts of pulse, rhythm, and meter. Students will learn basic staff notation, interpreting chord symbols, note names and values. Students will also learn to read a lead sheet, incorporate scales used in popular music like pentatonic, modal, blues…etc., chord progressions used in popular music, rock, pop, jazz, R&B, and blues from the 1940's up to the present. Basic functional skills in sight reading, harmonization, improvisation, and ensemble playing are developed throughout the course.

MUSC 106 | WE SHALL OVERCOME: SINGING FOR JUSTICE, FREEDOM AND PEACE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This course examines the complex relationship between song and social dissent. We will explore the use of popular, traditional, and art musics by activists and social change-makers, drawing on a range of global group singing traditions. In doing so, we will seek to understand how and why group singing can be effective in mobilizing social movements, and how it might be able to advance causes of social justice in our communities today. This course bridges two sub-disciplines of music, ethnomusicology and performance; in addition to seminar-style exploration of history and culture, a significant portion of the course will include group singing, culminating in a end-of-semester song festival led by the members of the course.

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. 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 SONIC ARTS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

MUSC 110 | CONCERT PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Other
Concert Production, divided into academic study and instructional, workshop, and practical sections, will introduce the vital elements of live performance production including live sound reinforcement, micing, recording techniques, stage lighting, stage management, and concert management. In addition to lighting and sound skills, students will learn how to properly prepare for a show (including appropriate dress and punctuality), manage the show during the performance, as well as how to strike the performance space after the concert. Students study the concepts and background of concert production, and then apply the skills and experience gained through co-producing official USD shows in support of the Music Department.

MUSC 115 | MUSIC TEACHING AND LEARNING: THE CREATIVE EXPERIENCE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will provide an introduction to principles and practices fundamental to music learning and teaching. Designed for the student who is curious to expand their introductory music appreciation, this course will provide historical, philosophical, and practical foundations for the teaching of music in a variety of contexts. Topics include: philosophical bases for teaching music, psychological foundations of musical learning, effective approaches to pedagogy, and musician health and well-being. This course will prepare students with a robust understanding of (1) content domains for subject matter understanding and skill in music, and (2) subject matter skills and abilities applicable to the content domains in music. All students are welcome regardless of previous music experience: those with no formal background will have a chance to start at an elementary level, while those with some experience (youth piano lessons, self-taught guitar/electronic music, high school ensemble, etc.) will be challenged at an appropriate individual level.

MUSC 120 | FUNDAMENTALS OF MUSIC THEORY
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 is a prerequisite for Harmony I (MUSC 220) and Aural Skills I (MUSC 210), fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

MUSC 130 | MUSIC IN SOCIETY
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is designed to enhance one's enjoyment of music through the study of key elements that when combined, create musical style. Emphasis is placed on examining music styles and genres of the major historical periods within Western musical tradition. The works of representative artists will be studied through readings, listening assignments, and videos. One primary goal is to deepen one's awareness and understanding of the many ways human experience is reflected in music.

MUSC 131 | MUSIC VIDEOS IN AMERICA: MTV, YOUTH CULTURE, AND MUSICAL AESTHETICS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Have you ever watched a music video and thought, "What is going on here?" This course demystifies the aesthetic language of music videos, teaching students how to “crack the code” and discern their often-complex cultural messaging through in-depth aesthetic and critical analysis. This course takes the perspective that music video is an inherently hybrid medium, distinct from music, screen media, or other music-and-image genres (operas, films, musicals, etc.). We trace the development of music video in American culture in a loosely chronological manner, discussing videos in relation to their musical genre (for example, rock, pop, hip hop, country, Tejano), developments in technological platforms, and cultural habits of music consumption. Students will engage with lecture content, assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of music videos.

MUSC 132 | ALARM WILL SOUND: MUSIC, FEAR, AND CONFLICT
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
While musical sound is often pleasant and beautiful, it can also be a source of terror. In this course, we will explore frightening sounds and how music has been used to evoke feelings of anxiety, dread, and even pain. Beginning with concepts related to sound (pitch, noise, timbre, rhythm) along with the mechanics of sound production and reception, students will: learn critical listening skills as we listen to examples of terrifying sounds found in the Western musical canon; reflect on other insidious applications of sound, such as sonic warfare, weaponized music and torture; and, decode the symbolism and associations of common sonic objects like the emergency siren. In addition to weekly listening, reading and response essays, the student will submit a final project (research or creative) which engages with one or more course concepts in a unique and individualized way.

MUSC 133 | MUSIC AND FILM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will give students a robust capacity to intelligently listen to and watch film. A basic understanding of the building blocks of music will be introduced at the beginning of class, and will continue to be a central point of application for musical discussion throughout the course. An introduction to classical Western music, including opera, will also serve as a reference to many more modern musical and visual discussions. We will also discuss film sound more broadly, including sound effects and associative timbres. Central to the course are scores and films from the "Hollywood Golden Age," which were revitalized in the popular scores of John Williams decades later and still popular today. The course also looks at movements in film music and film sound that emerge from this Golden Age, including uses of popular music/themes, the avant-garde, international examples, and recent films.

MUSC 140 | MUSIC IN WORLD CULTURES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Global Diversity level 1
An introductory survey of global musical traditions through lecture and hands-on demonstration. By listening to and analyzing a diverse selection of musics, students study local and global values of music in human life and consider the broad historical, cultural, and social contexts within which music is created and performed. They consider the impact of such issues as colonization, political oppression, power dynamics, and the media on music making and on the transnational flow of musical influences. This course also dismantles stereotypes and builds an understanding of cross-cultural diversity by examining how gender, religion, identity, class, and social justice shape expressive culture around the world and powerfully inform our individual experience and identity.

MUSC 141 | MUSIC AND CULTURE IN ASIA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Asia is home to some of world’s most ancient cultural traditions and is a major contributor to contemporary global culture. This course introduces the extraordinary diversity of music-making in Asia, from sophisticated performances in royal courts, music in religious practices, and vibrant living folk traditions, to popular musics that become global sensations, and to Asian musical traditions practiced in Southern California communities. With selected examples drawn from each of the regions of East Asia, Southeast Asia, South Asia and Central Asia, we will develop an understanding of the central place of music and the performing arts in human life.

MUSC 150 | CHAMBER MUSIC ENSEMBLES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. See www.sandiego.edu/music for more information.

MUSC 151 | USD STRINGS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of strings music. On- and off-campus performances each semester. Audition 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 Artistic Inquiry.

MUSC 152 | CHORAL SCHOLARS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Choral Scholars is 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 schedules. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 153 | CONCERT CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. 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 Artistic Inquiry.

MUSC 155 | JAZZ ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances 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 Artistic Inquiry.

MUSC 156 | BAND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
This course involves study and public performance of band (Concert Band and Athletic Band--including Pep Band and Drumline) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. May be repeated for credit without limit.

MUSC 157 | GAMELAN ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on course focuses on the playing and performance of gamelan, an orchestra of bronze percussion instruments from Bali, Indonesia. In weekly rehearsals, students will study Balinese musical forms and structures and embody playing techniques and performance practices by learning traditional and contemporary repertoire in the oral tradition. They will experience the value of gamelan as a communal music ensemble and have a better understanding of the intersectionality of Balinese arts and culture by playing music for a variety of contexts for performance. Through readings and reflections, students will contextualize Balinese music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. No prior musical experience is required. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 158 | MARIACHI ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on performance course focuses on mariachi, an ensemble from Mexico consisting primarily of vocals, violins, trumpets, and a variety of guitar-like instruments; however, other instruments (flute, clarinet, saxophone, etc.) may be incorporated upon permission of the instructor. In weekly rehearsals, students will embody playing techniques and performance practices of mariachi by learning traditional and contemporary repertoire. They will study contexts for performance, the symbolism and value of mariachi instruments, and the function of mariachi as a communal music ensemble to better understand the intersectionality of arts and culture in Mexico and Southern California. Through readings and reflections, students will contextualize mariachi music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 159 | GOSPEL CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Gospel Choir introduces students to the stylistic and unique musical elements of various gospel music styles, such as praise songs, traditional gospel songs, hymns, contemporary gospel music, CCM/worship, neo-soul gospel, choir jams, and talk music. Students will learn specific performance techniques for each style. Using this repertoire as the primary vehicle of learning, this course will cover elements of vocal technique, lyric diction, historical context and stylistic & dramatic interpretation for the purpose of overall and specific improvement as a vocal musician. Through rehearsal and performance, students will be challenged to take healthy risks in an effort to expand individual access and facility of their vocal instrument for the purpose of authentic gospel music performance. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 160 | PIANO
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Students may enroll in Individual Music Lessons (MUSC 160–181, 360–381) on voice, on their instrument, or improvisation on their primary instrument. Prior musical experience is expected—individual lessons are not for absolute beginners. Enrollment requires approval of the department chair, music faculty, or primary instrument/voice instructor. Music majors may enroll in one unit of lessons per semester without a fee. In addition, a limited number of fee waivers are available, with priority given to music minors, students concurrently enrolled in a Music Department performance ensemble, and students enrolled in music courses. Without a waiver, lessons require a fee of $550 per semester. Students new to lessons can apply at the Music Department website at the beginning of each semester. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. 300-level Individual Music Lessons are for Performance Emphasis Music Majors and advanced performers only, by permission of instructor. Audition into the Performance Emphasis is required. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. 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)

MUSC 204 | KEYBOARD SKILLS I
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Keyboard Skills I is a course designed for students who already possess a level of basic music literacy and would like to develop functional elementary-level piano skills appropriate for music minors and majors. In this class, students will learn rudiments of piano playing and fundamental music literacy applied to functional keyboard skills. Basic functional skills in sight reading, harmonization, improvisation, and ensemble playing are developed throughout the course. This course prepares students for MUSC 205 Keyboard Skills II, which is required of all music students who need to pass the Piano Proficiency Exam. Students without previous knowledge of music literacy are recommended to enroll in MUSC 120 (Music Fundamentals) and MUSC 204 (Keyboard Skills I) concurrently, and will receive support to work on their notation reading skills. Students who surpass elementary-level proficiency will be assigned individualized materials and evaluated based on their current level of playing.

MUSC 205 | KEYBOARD SKILLS II
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 204 and MUSC 120
Keyboard Skills II is designed for students who have already acquired late-elementary to intermediate-level piano study. This is a course required of all music majors, and is designed to prepare students for the piano proficiency exam (final exam). Functional skills in sight reading, harmonization, improvisation, and transposition will be emphasized, but there will also be projects covering solo and ensemble repertoire.

MUSC 210 | AURAL SKILLS I
Units: 1 Repeatability: No
Prerequisites: MUSC 120 or MUSC 121
Corequisites: MUSC 220
Practical application of Harmony I; must be taken concurrently with MUSC 220.

MUSC 211 | AURAL SKILLS II
Units: 1 Repeatability: No
Prerequisites: MUSC 210
Corequisites: MUSC 221
Practical application of Harmony II; must be taken concurrently with MUSC 221.

MUSC 220 | HARMONY I
Units: 3 Repeatability: No
Prerequisites: MUSC 120 or MUSC 121
Corequisites: MUSC 210
The study of music theory with applications to the analysis and composition of notated music. This course focuses on diatonic tonal harmony as a foundation of Western music from the Baroque to the present era, including jazz and popular music. Includes counterpoint, figured bass, harmonic progressions and cadences, and symbolic analysis of tonal music.

MUSC 221 | HARMONY II
Units: 3 Repeatability: No
Prerequisites: MUSC 220
Corequisites: MUSC 211
A continuation of the study of music theory with applications to the analysis and composition of notated music in Western music from the Baroque to the present era, including jazz and popular music. This course focuses on chromatic harmony and modulation, and larger formal structures, and includes written analyses of complete musical works and creative projects in composition with in-class performance.

MUSC 294 | SPECIAL TOPICS IN MUSIC
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in music at an introductory level.

MUSC 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual work in a music field with the approval of a Music faculty.

MUSC 300 | CAREER DESIGN IN MUSIC
Units: 3
This course is designed to introduce the music industry and explore career options in music. Students study the history and current developments in the industry, gain professional insights and learn practical and conceptual skills through reading and writing assignments, group and individual projects and interaction with visiting arts professionals, who will discuss their own different career paths in music. we will discuss a range of tools and ideas in music and explore social media, industry standards, music work in non-profit and for-profit institutions, tour/event planning and community outreach.

MUSC 310 | FORM AND ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: MUSC 221
A close examination of the development of large-scale forms in instrumental music in the Classical and early Romantic eras, with attention to why this repertoire continues to provide deeply meaningful experiences to musicians and listeners today. We consider historically informed performance practice and the changes in interpretation of musical notation over time, as well as topic theory, which treats music as a web of intertextual signs that give it expressive meaning, and which is particularly relevant to contemporary music for film, TV and video. The course includes written and oral presentation of score analysis and program notes, including effective oral delivery.

MUSC 311 | HARMONY III: POST-TONAL THEORY
Units: 3 Repeatability: No
Prerequisites: MUSC 221
A survey of theory suitable for the analysis of 20th and 21st century post-tonal music in the Western concert tradition, and with application to creative composition as well as the analysis of music beyond of the post-tonal tradition. The course will also include historical contextualization and opportunities for in-class performance of post-tonal repertoire and the composition of original works in a post-tonal idiom.

MUSC 314 | COMMUNITY MUSIC
Units: 3 Repeatability: No
Community Music is an emerging field of practice linking collective music making to social goals in diverse settings such as youth clubs, arts centers, prisons, health settings and a wide range of other community contexts. Community music practitioners embrace all types of learning, including informal learning and non-formal education as well as formal instructional strategies. Noting the fluid and dynamic nature of communities themselves, community music methods and approaches to practice are designed for moving targets and flexible purposing. Community musicians intentionally set out to create spaces for inclusive and participatory musical doing, based on a belief that music making is a fundamental aspect of the human experience and is therefore an intrinsic and foundational part of human culture and society. In this course, we will explore community music and its relationship with the social, cultural, political, and economic milieu including movements in music education, music therapy and ethnomusicology.

MUSC 315 | CONDUCTING AND MUSIC LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MUSC 120
Good conductors combine technique, a repertoire of interpretative gestures, verbal skills, and an awareness of humanity to lead an ensemble musically. In this course, we will cultivate this special skill set with gestural practice, score study exercises and conducting laboratories. We will develop a technique to articulate an interpretive vision for a piece of music both verbally and gesturally, to set and vary tempo, as well as control and mix the sound produced by each musician in the ensemble using concise and communicative conducting gestures. We will also talk about the important connection between the ensemble's main human components, led by the conductor, including ensemble members, composers, audience, and community.

MUSC 320 | ORCHESTRATION AND ARRANGING
Units: 3 Repeatability: No
Prerequisites: MUSC 221
Orchestration and arranging in the chamber and orchestral idioms, employing traditional and modern techniques for all instrument families in the orchestra. Preparation of score and parts to a professional level using notation software. Opportunities for in-class performance of arrangements or original compositions.

MUSC 322 | RHYTHM AND TIME
Units: 3
Prerequisites: MUSC 120
A survey of the theory and practice of rhythm, and the organization of musical events in time, with studies of Western classical music, modern innovations, and selected non-Western traditions. The course includes regular workshops on advanced rhythmic skills suitable for all voice types and instruments.

MUSC 330 | MUSIC HISTORY I: ANTIQUITY-BAROQUE (400-1600CE)
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Prerequisites: MUSC 130
What can ancient musical practices tell us about the world of the distant past? How did music alter the course of politics, religion, scandals, love, war, revolution, and technological invention in medieval and renaissance Europe? What's more, how can we investigate music that pre-exists not only recordings, but any form of standardized notation, and can we know what it sounded like? All of these questions (and more) form the central query of this class, which surveys the musical practices of Europe from approximately 400 CE- 1600 CE. As an interdisciplinary class rooted in the humanities, students will investigate the music-historical record by examining source materials and employing different historical and historiographic perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 331 | MUSIC HISTORY II: MONTEVERDI-VERDI (1600S-1850S)
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Prerequisites: MUSC 120
Where did the idea for the symphony orchestra come from? Why do opera singers sound so distinct? Why do many people refer to this kind of music as "classical" music? In this course, we examine the formation of what some call the "classical" tradition of Euro-American music by studying the musical practices of Europe and the United States from approximately 1600 to the 1850s and how these practices not only reflected but actively shaped important cultural and political developments from the Enlightenment to the late Modernity, such as the concept of the "individual" and "society," the contemporary concept of "the artist," the idea of art and music as individually and socially transformative, and the institutionalization of the musical past. As an interdisciplinary class rooted in the humanities, students will investigate the music-historical record by examining source materials and employing different historical and historiographic perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 332 | MUSIC HISTORY III: THE LATE 19TH CENTURY TO THE PRESENT
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Over the late nineteenth and twentieth centuries, rapid and dramatic shifts in European and American musical culture transpired, such as the explosion of new sounds through electronics, the erasure of traditional boundaries between artistic medium (music, theater, performance art, and dance), and the widespread dissemination of jazz, popular music, and non-Western musical traditions through recording technology. From the phonograph to digital streaming services, the way that composers, performers, and audiences now think of the concept of "classical" music (or even the concept of "music" more broadly) has profoundly changed. But how did these changes occur, and what significance do they have today? As an interdisciplinary course rooted in the humanities, we will look at the intersections of music and socio-historical issues (ideology, industrialization, spirituality, war, technological discovery, and political regimes) through a close study of music from different historical perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 333 | PRO-SEMINAR IN MUSICOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
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 340 | TOPICS IN WORLD MUSIC
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 341 | RELIGION AND THE PERFORMING ARTS IN BALI
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 1
This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with THRS 326.

MUSC 342 | GLOBAL POPULAR MUSIC
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Artistic Inquiry area
This course introduces students to popular music from around the world through the basic research practices of ethnomusicology and popular music studies. By exploring various genres of popular music, students will analyze musical innovations and trends in relation to culture, politics, race and ethnicity, gender and sexuality, transculturation, colonialism, and local and global tensions. They will also acquire an understanding of the effects of globalization on the production, distribution, and consumption of music in the global music industry. Popular music styles covered, including, chimurenga, afrobeat, Algerian rai, k-pop, bollywood, Indonesian dangdut, reggae, reggaeton, highlife, and calypso, will address contemporary socio-musical stories of difference, the relationship of music to political or ethnic oppression, music scenes as sites of protest and resistance, and popular music in relation to class and wealth privilege. Students will develop and deliver an oral presentation based on a particular album or theme in global popular music studies and have the option to record it as a podcast for the USD Music Media Club.

MUSC 350 | CHAMBER MUSIC ENSEMBLES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to www.sandiego.edu/music for more information.

MUSC 351 | USD STRINGS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of strings music. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 352 | CHORAL SCHOLARS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Choral Scholars is 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 schedules. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 353 | CONCERT CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 355 | JAZZ ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to www.sandiego.edu/music for more information.

MUSC 356 | BAND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
This course involves study and public performance of band (Concert Band and Athletic Band--including Pep Band and Drumline) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit without limit.

MUSC 357 | GAMELAN ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on course focuses on the playing and performance of gamelan, an orchestra of bronze percussion instruments from Bali, Indonesia. In weekly rehearsals, students will study Balinese musical forms and structures and embody playing techniques and performance practices by learning traditional and contemporary repertoire in the oral tradition. They will experience the value of gamelan as a communal music ensemble and have a better understanding of the intersectionality of Balinese arts and culture by playing music for a variety of contexts for performance. Through readings and reflections, students will contextualize Balinese music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. No prior musical experience is required. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 358 | MARIACHI ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on performance course focuses on mariachi, an ensemble from Mexico consisting primarily of vocals, violins, trumpets, and a variety of guitar-like instruments; however, other instruments (flute, clarinet, saxophone, etc.) may be incorporated upon permission of the instructor. In weekly rehearsals, students will embody playing techniques and performance practices of mariachi by learning traditional and contemporary repertoire. They will study contexts for performance, the symbolism and value of mariachi instruments, and the function of mariachi as a communal music ensemble to better understand the intersectionality of arts and culture in Mexico and Southern California. Through readings and reflections, students will contextualize mariachi music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 359 | GOSPEL CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Gospel Choir introduces students to the stylistic and unique musical elements of various gospel music styles, such as praise songs, traditional gospel songs, hymns, contemporary gospel music, CCM/worship, neo-soul gospel, choir jams, and talk music. Students will learn specific performance techniques for each style. Using this repertoire as the primary vehicle of learning, this course will cover elements of vocal technique, lyric diction, historical context and stylistic & dramatic interpretation for the purpose of overall and specific improvement as a vocal musician. Through rehearsal and performance, students will be challenged to take healthy risks in an effort to expand individual access and facility of their vocal instrument for the purpose of authentic gospel music performance. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 360 | PIANO
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Students may enroll in Individual Music Lessons (MUSC 160–181, 360–381) on voice, on their instrument, or improvisation on their primary instrument. Prior musical experience is expected—individual lessons are not for absolute beginners. Enrollment requires approval of the department chair, music faculty, or primary instrument/voice instructor. Music majors may enroll in one unit of lessons per semester without a fee. In addition, a limited number of fee waivers are available, with priority given to music minors, students concurrently enrolled in a Music Department performance ensemble, and students enrolled in music courses. Without a waiver, lessons require a fee of $550 per semester. Students new to lessons can apply at the Music Department website at the beginning of each semester. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. 300-level Individual Music Lessons are for Performance Emphasis Music Majors and advanced performers only, by permission of instructor. Audition into the Performance Emphasis is required. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. 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-SAXONPHONE
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 Repeatability: Yes (Can be repeated for Credit)

MUSC 411 | COMPOSITION STUDIO 1
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 220
Individual lessons in music composition, through guided creative assignments and student-directed projects. Weekly presentation of work-in-progress with critique, culminating in completed work suitable for performance. Performance opportunities on annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, and selected topics in contemporary music. Offered every Fall. May be repeated for credit.

MUSC 412 | COMPOSITION STUDIO 2
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 411 or MUSC 220
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 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 411
Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall.

MUSC 414 | MUSIC EDUCATION FOR SOCIAL CHANGE
Units: 3 Repeatability: No
How might youth interact with music in music education in ways that validate their experiences and help them to develop their own unique voices? How might such interaction with music education contribute to social change? Music Education for Social Change develops an activist music education rooted in principles of social justice and anti-oppression. The course explores the common themes, perceptions, and philosophies, positioning activist-musicians as catalysts for change in music education while raising the question: amidst racism and violence targeted at people who embody difference, how can music education contribute to changing the social climate? Grounded in practice with examples integrated throughout the course, Music Education for Social Change is an imperative and urgent consideration of what may be possible through music and music education.

MUSC 415 | TOPICS IN MUSIC TEACHING AND LEARNING
Units: 3 Repeatability: No
This course is designed to help students interested in music education or related fields gain understanding of student learning, as well as tools for teaching in primary and secondary grades. Pedagogical topics to be explored will include lesson planning, rehearsal technique, repertoire, technique, fostering musicianship, concert planning, program development, and student learning styles. These topics may be discussed in the context of traditional Western secondary ensembles (band, choir, orchestra), jazz ensembles, young ensembles, community ensembles, non-Western ensembles (Mariachi, Gamelan), or others.

MUSC 416 | EMPOWERING SONG: MUSIC EDUCATION FROM THE MARGINS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
Empowering Song is an approach to communal music making that weaves together subversive pedagogy and theories of resistance with community arts education. In this course, we will explore pedagogical practices and theoretical approaches to community arts education, drawing on the insights of scholars from the global majority and activists working in some of the most marginalized and justice-deprived contexts in the world — prisons, refugee shelters, detention facilities, and migrant encampments. Rooted in decolonial and decarceral thinking, the Empowering Song approach centers movement, bodywork, improvisation, and storytelling as vital aspects of being human. In this course, students will work to develop creative approaches to democratic musical leadership, and consider Empowering Song in the family of progressive and imaginative modes, paradigms, and processes of music education.

MUSC 420 | DIGITAL AUDIO COMPOSITION
Units: 3 Repeatability: No
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 Ableton Live 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 Repeatability: No
Core Attributes: Advanced Integration
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 440 | TOPICS IN ETHNOMUSICOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Advanced Integration, Global Diversity level 2
This integrative writing course connects music studies, culture studies, and anthropology and explores and applies current issues within the field of Ethnomusicology. Students read and discuss scholarly ethnographies and acquire a foundation on music and globalization, race and ethnicity, gender and sexuality, transnationalism, political culture and resistance and violence, local/global tensions, mass mediated and on-the-ground movements, historic issues/colonization and postcolonialism. Students learn tools and techniques that inform ethnographic field research, apply this knowledge “in the field,” participate in and lead class discussions, master pertinent materials and ideas, and complete an original research project. Students also critically reflect on how they have experienced privilege and oppression in socio-musical encounter and taste.

MUSC 445 | SOUND AND SPIRIT IN MONSOON ASIA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Theo/Religious Inquiry area
This course explores religion, spirituality, music, and the performing arts across the regions of South and Southeast Asia, together called Monsoon Asia. Music and the performing arts, whether for ritual, entertainment, or daily life, express religious, artistic and cultural values. We examine the major religions of the region, Hinduism, Buddhism and Islam, and their interactions with local traditions and animist beliefs. We will encounter associated musical traditions through readings, listenings, video, hands-on workshops, as well as religious site visits and performing arts events. No prior experience with music is required. Students may apply this course to fulfill EARI or FTRI Core Curriculum requirements, but not both.

MUSC 483 | 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 484 | SPECIAL TOPICS IN MUSIC THEORY AND 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 491 | MUSIC ADVOCACY AND CLASSROOM MANAGEMENT
Units: 3 Repeatability: No
This course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

MUSC 492 | SPECIAL TOPICS IN MUSIC THEORY/COMPOSITION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 494 | SPECIAL TOPICS IN MUSIC
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 495 | SENIOR PROJECT
Units: 1
Core Attributes: Advanced Integration
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)
Non-Core Attributes: Experiential
Practical experience in music management through service to a university or community performance organization. May be repeated for credit.

MUSC 499 | INDEPENDENT STUDY
Units: 1-3 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

Chair

Mark Woods, PhD

Faculty

H.E. Baber, PhD

Brian Clack, PhD

Jack S. Crumley II, PhD

Michelle Gilmore Grier , PhD

Marilynn Johnson, PhD

Gary E. Jones, PhD, JD, MPH

Michael Kelly, PhD

Turner Nevitt, PhD

Rodney G. Peffer, PhD

Ann L. Pirruccello, PhD

Nicholas Riggle, PhD

Steve Tammelleo, PhD

Daniel Tigard, PhD

Darby Vickers, PhD

Matt Zwolinski, PhD

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 nine 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.

The Philosophy Major

Preparation for the Major

Code	Title	Units
Lower-Division		
Select one of the following:		3
PHIL 101	Introduction to Logic	
PHIL 102	Logic	
Select one of the following:		3
PHIL 110	Introduction to Philosophy	
PHIL 111	Philosophy of Human Nature	
PHIL 112	Philosophy and Literature	
PHIL 115	Faith and Reason	
PHIL 116	Morality and Justice	
PHIL 118	Philosophy Through Food	
PHIL 175	Asian Philosophy	
History of Philosophy		**6**
PHIL 270	History of Ancient Philosophy	
PHIL 272	History of Classical Modern Philosophy	
Total Units		**12**

Major Requirements

The student must satisfy the core curriculum requirements as set forth in this course catalog and complete the following courses:

Code	Title	Units
Students must take ONE ethics course in philosophy, either upper- or lower-division.		
Upper-Division		
PHIL 300	Philosophical Methods (required)	3
Upper-Division Electives		

Students must take 21 units of upper-division electives, at least 15 units numbered 400 or higher		21
PHIL 321	Social Ethics	
PHIL 330	Ethics	
PHIL 331	Biomedical Ethics	
PHIL 332	Business Ethics	
PHIL 333	Legal Ethics	
PHIL 334	Studies in Ethics	
PHIL 335	Death and Dying	
PHIL 336	Virtues and Vices	
PHIL 337	Mass Media Ethics	
PHIL 338	Environmental Ethics	
PHIL 340	Ethics of War and Peace	
PHIL 341	Ethics and Education	
PHIL 342	Engineering Ethics	
PHIL 343	Gender and Economic Justice	
PHIL 344	Environmental Justice	
PHIL 346	Public Health Ethics	
PHIL 360	Ethical Theory	
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 416	Philosophy of Archaeology	
PHIL 420	Philosophy of Race	
PHIL 423	African American Philosophy	
PHIL 427	History of Africana Philosophy	
PHIL 460	Legal Reasoning	
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	Twentieth Century Continental Philosophy	
PHIL 476	Studies in Asian Philosophy	
PHIL 477	Studies in the History of Philosophy	
PHIL 478	French Theory	
PHIL 480	Philosophy of Art	
PHIL 483	Philosophy of Social Sciences	
PHIL 490	Philosophy of Love	
PHIL 494	Special Topics in Philosophy	
PHIL 499	Independent Study	
Total Units		**24**

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	**Units**
LLC Course	3
Lower-Division PHIL[1]	3
CC or electives	9
Semester II	
Lower-Division PHIL[2]	3
CC or electives	12
Sophomore Year	
Semester I	
Lower-Division PHIL[3]	3
CC or electives	12
Semester II	
Lower-Division PHIL[3]	3
CC or electives	12
Junior Year	
Semester I	
PHIL 300	3
Upper-Division PHIL[4]	3
CC or electives	9-10
Semester II	
Upper-Division PHIL[4]	3
Upper-Division PHIL[4]	3
CC or electives	9-11
Senior Year	
Semester I	
Upper-Division PHIL[4]	3
Upper-Division PHIL[4]	3
CC or electives	10
Semester II	
Upper-Division PHIL[4]	3
Upper-Division PHIL[4]	3
CC or electives	9-11

1 Take one of PHIL 101 or PHIL 102.
2 Take one of PHIL 110, PHIL 111, PHIL 112, PHIL 115, PHIL 116, or PHIL 175
3 Take one of the following: PHIL 270 or PHIL 272.
4 At least 15 of the 21 upper-division PHIL units must be numbered 400 or higher.

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.

PHIL 101 | INTRODUCTION TO LOGIC
Units: 3-4
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 | LOGIC
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Introduction to the aims and techniques of formal logic, including the syntax, semantics, and proof-theory of first-order predicate logic, emphasizing both conceptual issues and applications to other disciplines and to everyday reasoning.

PHIL 110 | INTRODUCTION TO PHILOSOPHY
Units: 3-4
Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area
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: 3-4
Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Literary Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 115 | FAITH AND REASON
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course introduces some of the major areas and figures of philosophy through an exploration of some of the key issues and problems related to faith and reason. Questions to be considered might include: Are faith and reason compatible? Is religious belief rationally justifiable? Is religious language meaningful? Are there good arguments for God’s existence? Does God’s knowledge jeopardize human freedom? Are miracles possible? Does evil disprove God’s existence? Is the afterlife possible? Is eternal reward and punishment unjust?.

PHIL 116 | MORALITY AND JUSTICE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
This course aims to provide a thorough introduction to key themes in ethics and political philosophy, i.e., morality and justice. Students will be introduced to foundational questions in ethics such as: why be moral? What is the nature of the good and the good life? What are our duties to other humans? To animals? To ourselves? Students will also be introduced to foundational questions concerning justice: when, if ever, is paternalism justified? What is the moral justification of punishment? How far do our speech rights extend? Are there expressive harms that the state should regulate, like hate speech? What are our duties, if any, to persons in other nations suffering from economic deprivation and starvation?.

PHIL 118 | PHILOSOPHY THROUGH FOOD
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course is an introduction to philosophy—to its main aims, methods, areas, and tools. But there’s a twist: we will develop your ability to do philosophy by working through some of the most interesting philosophical issues raised by food and eating. We will investigate ethical and political questions about food such as: Should we eat meat? What should we make of the claims that people are responsible for disordered eating (of the kind e.g. that might lead to obesity or anorexia)? How does gender intersect with these issues? Do we have a duty to relieve hunger? If so how demanding is it and what grounds it? We will also address questions about the epistemology of food such as: What can we learn from others about taste? Is there expertise when it comes to flavor judgments? Are judgments about the flavor and quality of food and drink ever objective? How can we know? We will also think about the philosophy of science: Is blind tasting reliable? Is it the best way to judge wine quality? We will investigate aesthetic questions about food and drink: Is there an art form of food? Can food be expressive? Can it be representational? Can food and drink be beautiful? Readings will come from both classic and contemporary writings about food and eating. And there will be a number of in-class food-related activities that we will use to spark insights, foster discussion, and anchor our thoughts.

PHIL 171 | MEDIEVAL PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
An introduction to philosophy through an examination of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith and reason, the existence of God, the problem of evil, knowledge and skepticism, self-knowledge, the soul and immortality, love and free will, ethics and politics.

PHIL 175 | ASIAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus.

PHIL 272 | HISTORY OF CLASSICAL MODERN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 273 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 276 | AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 294 | SPECIAL TOPICS IN PHILOSOPHY
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
The course aims to introduce students to some philosophical topic(s) or historical philosophical thinkers. Examples include: a survey course on a particular philosophical theme such as philosophy and the law, a survey course on a particular philosophical concept such as freedom of the will, or a survey course on a particular important philosophical figure such as Rousseau. Themes will vary according to Instructor design. The course may be repeated for credit, provided the content of the course has changed.

PHIL 300 | PHILOSOPHICAL METHODS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Philosophical Inquiry area
This course is intended for recently declared philosophy majors and minors. It is designed as a rigorous introduction to the methods of philosophical inquiry with a focus on argumentative writing, presentation, and discussion, as well as the analysis, understanding, and evaluation of philosophical texts. The course pursues these goals by focusing on a small handful of philosophical problems, such as the problem of personal identity, the nature of reference, the mind-body problem, philosophical multiculturalism, truth and meaning, freedom and responsibility, and so on.

PHIL 321 | SOCIAL ETHICS
Units: 3-4
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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)
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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: 3-4
Non-Core Attributes: Phil (Logic)-Pre F17 CORE
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: 3-4
Core Attributes: Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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: 3,4
Core Attributes: Ethical Inquiry area
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 346 | PUBLIC HEALTH ETHICS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
“Public Health” has been defined as the study of issues that affect the health of a community of individuals as opposed to that of single individuals. Public health ethics is a branch of bioethics that is distinct from biomedical ethics in that the focus of public health ethics is focus on populations. Biomedical ethics, on the other hand, involves the examination of issues that may only directly affect an individual. For example, the right to informed consent to treatment is fundamental to each patient, but whether an individual patient’s rights in this regard are violated does not generally affect others. Inoculation policy, on the other hand, affects a population of patients. The two disciplines overlap, however, because entire populations may be at risk for developing certain diseases such as diabetes or cardiovascular disease, even though individuals are treated on an individual basis. In addition, many of the issues covered in biomedical ethics are relevant to issues in public health, such as research ethics, informed consent, and privacy.

PHIL 350 | DANTE AND THE GOOD LIFE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Ethical Inquiry area
An investigation into the ethics of character through the literary study of Dante's Divine Comedy, an epic poem about the author's journey through the afterlife (Hell, Purgatory, Heaven). The course contrasts virtue ethics with other approaches. Character traits typically examined include lust, gluttony, envy, wrath, sloth, deceit, loyalty, generosity, humility, courage, justice, wisdom, faith, hope, and love.

PHIL 360 | ETHICAL THEORY
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
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.

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 405 | GAMES & CHOICES: THE TOOLS OF PHILOSOPHY, POLITICS, & ECONOMICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
This course provides an overview of formal methods in Philosophy, Politics, and Economics (PPE), including rational choice, game theory, social choice, and public choice theory. These methods will help students to understand work at the intersection of social science and political philosophy, and provide a way to bring formal and quantitative analysis to the study of social and political phenomena.

PHIL 410 | METAPHYSICS
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 411 | PHILOSOPHY OF KNOWLEDGE
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 412 | PHILOSOPHY OF GOD
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 exnihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality.

PHIL 413 | PHILOSOPHY OF MIND
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 414 | PHILOSOPHY OF LANGUAGE
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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
Core Attributes: Philosophical Inquiry area
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 416 | PHILOSOPHY OF ARCHAEOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Philosophical Inquiry area
Central questions in philosophy include enquiry into what it means to be human, how we can know other minds, what makes something art, how we can gain knowledge of the world, and how we can act ethically. Each of these issues is central to archaeology. In this course we will use archaeology to illuminate philosophical questions and will use philosophical methods to consider problems archaeologists face.

PHIL 420 | PHILOSOPHY OF RACE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area
This course aims to provide a comprehensive overview of key themes in the philosophy of race. Areas of inquiry include: historical origins of philosophical accounts of race, the metaphysics of race, the social construction of race and racial identity, contemporary social issues concerning race both nationally and internationally, as well as feminism and race, among other topics.

PHIL 423 | AFRICAN AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area
This course introduces students to African American Philosophy through both historical figures who affected philosophical thinking about African American experiences and philosophers who have thought about these experiences and figures' ideas. In this course, students will apply Western philosophical methods to issues such as slavery, integration/self-segregation, assimilation/separatism, busing, affirmative action, reparations for slavery, collective identity and efficacy, intersectionality, etc. Students will apply philosophical methods to concepts such as respect, alienation, oppression, citizenship, forgiveness, progress, etc. as they are either conceptualized or reimagined through African American experiences.

PHIL 427 | HISTORY OF AFRICANA PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2, Philosophical Inquiry area
This course introduces students to Africana Philosophy, which is considered to be a term that accounts for the philosophical contributions of people of African descent in Africa and the Diaspora, namely Africa, the Caribbean, and North America. Central questions discussed herein include very common philosophical questions such as: "What does it mean to be a human being?"; "how is the past (or time more generally) to be understood and accounted for?"; "how is knowledge about ourselves as thinking subjects possible?" However, what makes these questions unique to Africana philosophy are both the way that they intersect between each of the three areas. So the question: "What does it mean to be a human being?" is raised in light of the humanity of peoples of African descent having been or constantly being called into question. There are also questions raised that are unique to Africana Philosophy such as: "What is the connection between language and freedom"; and "how much of the 'master's' tools can dismantle his/her house?.

PHIL 460 | LEGAL REASONING
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
An intensive examination of one or more of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Boethius, Anselm, Abelard and Heloise, Maimonides, Avicenna, Averroes, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith, reason and its limits, God and creation, the eternity of the world, the Incarnation and the Trinity, the immortality of the soul, the problem of evil, the problem of universals, love and free will, the active versus contemplative life, ethics and politics. May be repeated for credit with different course content.

PHIL 472 | STUDIES IN MODERN EUROPEAN PHILOSOPHY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
A survey of the major figures or major themes of continental philosophy from its origins in the Twentieth Century. Figures such as Husserl, Heidegger, Sartre, Arendt, Foucault, Derrida, etc.. Movements such as phenomenology, hermeneutics, existentialism, critical theory, structuralism, post-structuralism, and post-modernism among others. Themes such as the relationship between mind and body, thought and action, authenticity and inauthenticity, death and meaning, politics and identity, language and meaning.

PHIL 475 | STUDIES IN PROCESS PHILOSOPHY
Units: 3
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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)
Core Attributes: Philosophical Inquiry area
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 477 | STUDIES IN THE HISTORY OF PHILOSOPHY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
An in-depth study of major figure(s), theme(s), or movement(s) from a select period in the history of philosophy, such as ancient philosophy, medieval philosophy, modern philosophy, or contemporary philosophy. Figures such as Plato and Aristotle, Augustine and Aquinas, Kant and Hume, Heidegger and Derrida. Themes such as appearance and reality, truth and meaning, freedom and responsibility, personal identity, mind and body, knowledge and skepticism. Movements such as Epicureanism and stoicism, scholasticism and the renaissance, empiricism and the enlightenment, existentialism and post-structuralism.

PHIL 478 | FRENCH THEORY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course presents students with direct exposure to the foundational figures of French Theory, e.g., (postmodernist) Jacques Derrida and (poststructuralist) Michel Foucault. Students in the course will develop an understanding of French Theory's foundational movements (postmodernism and poststructuralism) and terms of art (alterity, aporia, archeology, binary, biopower, dichotomy, differance, discipline, discourse, discursive formation, episteme, exclusion, freedom, genealogy, hegemony, hospitality, ideology, institution, logocentrism, normalization, normativity, panopticism, power, power-knowledge, sexuality, supplement, the other, the marginalized, the trace, and "truth").

PHIL 480 | PHILOSOPHY OF ART
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Artistotle'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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 | SPECIAL TOPICS IN PHILOSOPHY
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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.

PHIL 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.

Philosophy, Politics and Economics

Program Director

Matt Zwolinski, PhD, Philosophy

Affiliated Faculty

H.E. Baber, PhD, Philosophy

Tim McCarty, PhD, Political Science and International Relations

Adriana Vamosiu, PhD, Economics

Mark Woods, PhD, Philosophy

Philosophy, Politics and Economics

Philosophy, Politics and Economics (PPE) is an interdisciplinary field of inquiry that originated at Oxford University almost a hundred years ago. PPE aims to provide students with the intellectual tools necessary to understand the big ideas behind our most important social questions. Many of those questions - such as debates over health care, environmental regulation and social welfare policy – are inherently interdisciplinary. At a minimum, they involve economic questions about the way in which markets work or fail to work in certain contexts; philosophical questions about the nature of fairness, liberty, and equality; and *political* questions about the feasibility of various forms of regulatory control. PPE helps students to think critically about those questions, and thus prepares them well for careers in a variety of fields such as law, public policy, journalism, academia and government.

1st Pathway - Students majoring in Philosophy (18 units)

Code	Title	Units
Foundational Courses (9 units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4
POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (6 upper-division units from the lists of Economics and Political Science electives provided below. At least 3 units must be from Political Science.)		6
Total Units		**18-19**

2nd Pathway - Students majoring in Political Science (18 units)

Code	Title	Units
Foundational Courses (9 Units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
or PHIL 112	Philosophy and Literature	
or PHIL 114	Philosophy and Technology	
or PHIL 115	Faith and Reason	
or PHIL 118	Philosophy Through Food	
or PHIL 171	Medieval Philosophy	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (6 upper-division units from the lists of Economics and Philosophy electives provided below. At least 3 units must be from Philosophy.)		6
Total Units		**18-19**

3rd Pathway - Students majoring in Economics or Business Economics (18 units)

Code	Title	Units
Foundational Courses (9 Units)		
PPE 101	Morality, Markets, and Government	3
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
or PHIL 112	Philosophy and Literature	
or PHIL 114	Philosophy and Technology	
or PHIL 115	Faith and Reason	
or PHIL 118	Philosophy Through Food	
or PHIL 171	Medieval Philosophy	
POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (3 upper-division units from Philosophy, and 3 upper-division units from Political Science, from the lists of electives provided below.)		6
Total Units		**18**

4th Pathway - Students not majoring in Philosophy, Political Science, Business Economics or Economics (21 units)

Code	Title	Units
Foundational Courses (12 units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
or PHIL 112	Philosophy and Literature	
or PHIL 114	Philosophy and Technology	
or PHIL 115	Faith and Reason	
or PHIL 118	Philosophy Through Food	
or PHIL 171	Medieval Philosophy	
POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (3 upper-division units from Philosophy, and 3 upper-division units from Political Science, from the lists of electives provided below.)		6
Total Units		**21-22**

PPE Elective Courses*

Code	Title	Units
ECONOMICS		
ECON 302	Public Finance	3
ECON 304	Urban Economics	3
ECON 308	Environmental and Natural Resource Economics	3
ECON 309	LGBTQ in Business and Economics	3
ECON 310	Money and Banking	3
ECON 322	Labor Economics	3
ECON 327	Law and Economics	3
ECON 333	International Economics	3
ECON 335	Economic Development of Latin America	3
ECON 337	Economic Development of Asia	3
ECON 339	Latin America Business Environment	3
ECON 340	Behavioral Economics	3
ECON 353	Sports Economics	3
ECON 370	Applied Econometrics	3
ECON 375	Game Theory	3
ECON 376	GIS Applications in Business	3
ECON 381	Predictive Analytics & Big Data	3
ECON 390	Business Analytics Strategy	3
ECON 414	Investment Economics	3
ECON 424	Industrial Organization	3
ECON 471	Business Cycles and Forecasting	3
ECON 473	Managerial Economics	3
ECON 480	Mathematical Economics	3
ECON 494	Special Topics in Economics	1-4
PHILOSOPHY		
PHIL 321	Social Ethics	3-4
PHIL 330	Ethics	3
PHIL 331	Biomedical Ethics	3
PHIL 332	Business Ethics	3
PHIL 333	Legal Ethics	3
PHIL 337	Mass Media Ethics	3-4
PHIL 338	Environmental Ethics	3-4
PHIL 340	Ethics of War and Peace	3
PHIL 341	Ethics and Education	3
PHIL 342	Engineering Ethics	3
PHIL 343	Gender and Economic Justice	3
PHIL 344	Environmental Justice	3
PHIL 346	Public Health Ethics	3
PHIL 360	Ethical Theory	3
PHIL 405	Games & Choices: The Tools of Philosophy, Politics, & Economics	3
PHIL 420	Philosophy of Race	3
PHIL 423	African American Philosophy	3
PHIL 460	Legal Reasoning	3
PHIL 461	Philosophy of Law	3
PHIL 462	Political Philosophy	3
PHIL 483	Philosophy of Social Sciences	3
POLITICAL SCIENCE		
POLS 300	Democratic Theory	3

POLS 301	Political Thought:Ancient to Modern	3
POLS 302	Political Thought:Modern and Contemporary	3-4
POLS 303	Liberal Political Thought	3
POLS 304	American Political Thought	3
POLS 305	Black Political Thought	3
POLS 306	Conservative Political Thought	3
POLS 307	Feminist Political Theories	3
POLS 308	Politics and Literature	3
POLS 309	Sex, Power, and Politics	3
POLS 310	The Presidency	3
POLS 312	Congress	3
POLS 313	Parties and Interest Groups	3
POLS 314	Campaigns and Elections	3
POLS 316	State and Local Government	3
POLS 317	Asian American Politics	3
POLS 318	Black Politics	3
POLS 319	Politics of Race and Ethnicity	3
POLS 320	War Powers in the American Constitutional System	3
POLS 321	Constitutional Law and American Government:Federalism and Separation of Powers	3
POLS 322	Constitutional Law: Civil Rights and Liberties	3
POLS 323	Judicial Behavior	3
POLS 326	Comparative Law	3
POLS 327	International Law	3
POLS 329	Law of the Sea	3
POLS 330	Research Methods in Political Science	3
POLS 340	Public Administration	3
POLS 342	Public Policy	3-4
POLS 343	Education, Citizenship and Politics in South Africa	3
POLS 344	Politics of U.S. Citizenship and Migration	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3
POLS 350	Theories of Comparative Politics	3
POLS 352	Comparative Politics of Developing Countries	3
POLS 353	Politics and Religion	3
POLS 355	Politics in Europe	3
POLS 357	Politics in Latin America	3
POLS 358	Politics in South Asia	3
POLS 359	Politics in the Middle East	3
POLS 360	Politics in Sub-Saharan Africa	3
POLS 361	Politics in South Africa	3
POLS 362		3-4
POLS 363	Politics in France	3
POLS 365	Politics in Russia	3
POLS 366	Politics in Mexico	3
POLS 368	Politics in China	3
POLS 370	Theories of International Relations	3
POLS 371	American Foreign Policy	3-4
POLS 374	U.S.-Latin American Relations	3
POLS 376	U.S. National Security	3
POLS 377	Regional Security	3
POLS 378	Transnational Crime and Terrorism	3-4
POLS 379	International Political Boundaries and Border Policies	3
POLS 380	Theories of International Political Economy	3
POLS 381	Migration & Immigration Politics and Policy	3
POLS 382	International Human Rights	3
POLS 383	International Organizations	3
POLS 400	Political Ideas & Ideologies	1-3

*Additional courses may be accepted as PPE electives, with approval of the program director. Note: Some elective courses have individual prerequisites.

Physics and Biophysics

CHAIR

Ryan McGorty, PhD

Faculty

Michael Anderson, PhD

Rae M.R. Anderson, PhD

Theodore Dezen, PhD

Chad Kishimoto, PhD

Elizabeth Mills, PhD

Maren Mossman, PhD

Sean Mossman, PhD

Greg Severn, PhD

Daniel P. Sheehan, PhD

Sharon Wall, PhD

The Physics and Biophysics Department provides rigorous, inspiring, and hands-on courses and training in the physical sciences. We offer both BS and BA degrees in Physics and Biophysics that will prepare you to excel in whatever career path you choose. You will have opportunities to engage in cutting edge research, and experience close one-on-one mentoring and advising. These hallmarks of our department makes our majors highly competitive for prestigious scholastic awards, graduate school admissions, and employment.

Interested in engineering? We offer an **Engineering Physics Pathway** in which you earn a BS in Physics and a BS/BA in Mechanical Engineering in 4.5 years.

Interested in computation? We offer an **Applied Scientific Computing Pathway** in which you learn to apply computational methods to a variety of scientific problems.

Interested in pursuing K-12 education? We offer a **4.5-5-year Physics Education Pathway** in which you earn a BA in Physics and a single-subject teaching credential, while preparing for the California Subject Examination for Teachers.

Requirements and a Recommended Plan of Study for each degree and pathway are provided under the Physics Major and Biophysics Major catalog page.

Undergraduate Research.

We strongly encourage you to get involved in research as early as possible. As a research student, you will learn first-hand where the limits of humanity's scientific understanding lie and how to push those limits outward. You will be invited to collaborate in research on a wide range of cutting-edge topics including: molecular and cellular biophysics, theoretical and computational astrophysics, material science, plasma science, optics, astroparticle physics, cosmology, atomic physics, biochemical engineering, and alternative energy. You will learn experimental, computational and theoretical research techniques; and gain first-hand experience with advanced instruments including optical tweezers, light-sheet and confocal microscopes, tunable diode lasers, pulsed NMR, and vacuum chambers. Further, many students travel and present their research at national and international conferences, publish scientific papers, and interact with leading scientists.

Society of Physics Students

Want to meet other students in the department, participate in physics education and outreach activities, form lifelong friendships, and prepare for life after USD? Join the student-run Society of Physics Students! Our SPS chapter has been recognized as a national Outstanding Chapter and has won the prestigious Blake Lily Prize for their K-12 outreach efforts. Follow SPS on instagram: https://www.instagram.com/usd_sps/.

Life after Physics and Biophysics

Because physics and biophysics majors comprise less than 3% of all STEM bachelor's degrees awarded each year, as a physicist or biophysicist, you will stand out and be sought out by a wide variety of graduate programs and employers.

Physics: Many of our physics majors pursue graduate programs in physics, engineering, computer science, astronomy and materials science. Immediately after graduation, physics majors are also highly successful in obtaining jobs in engineering, data science, finance, information technology, and education. Students completing the Engineering Physics Pathway are particularly competitive for positions at premier engineering firms. Students who complete the Physics Education Pathway are immediately employable as high school or junior high physics teachers.

Biophysics: Many of our biophysics majors pursue medical, dental and veterinarian school - the biophysics major fulfills all of the pre-health requirements and enables students to score exceptionally well on the MCAT. Biophysics majors also pursue graduate degrees in biophysics, bioengineering, medical physics, and biochemistry. Immediately after graduation, biophysics majors are highly successful at obtaining jobs in biotechnology, immunology, pharmaceuticals, data science, and bioengineering.

Biophysics

Biophysics lies at the intersection of physics, biology and chemistry. Applying the understanding, methods, and quantitative skills gained in physics to a vast array of biological systems, biophysicists seek to gain new insights into biological problems, ranging from brain function, vascular networks, and DNA synthesis to biomedical devices, drug delivery, and aquatic animal migration.

Biophysics BS Degree: The BS degree in biophysics prepares students for a wide range of career paths including graduate programs in physics, biophysics, and bioengineering as well as careers in biotechnology, data science, and lab research. Finally, the Biophysics BS degree is superb preparation for medical school and any of the health professions (medical, dental, veterinary).

Biophysics BA Degree: The BA degree in biophysics offers more flexibility than the BS degree and is designed for students wishing to pursue multiple minors, a double major, or a teaching credential. Students earning a BA degree are also well suited for professional studies in law, business, or education. The flexibility of the BA program is well suited for students considering non-STEM careers in, for example, business, education or law while also leaving open the door for certain STEM graduate programs or employment. Additionally, the BA option may appeal to those interested in pursuing interdisciplinary fields such as patent law, science journalism, or science policy.

The Biophysics BS Major

Preparation for the Major (50 units)

Preparation for the Biophysics Major is designed to give students a robust background in physics, biology, chemistry, and math.

Code	Title	Units
Physics Courses		
PHYS 270	Introduction to Mechanics	3
PHYS 270L	Mechanics Lab	1
PHYS 271	Introduction to Electricity and Magnetism	3
PHYS 271L	Introduction to Electricity and Magnetism Lab	1
PHYS 281	Introduction to Optics	1
PHYS 272	Introduction to Modern Physics	3
PHYS 272L	Introduction to Modern Physics Lab	1
PHYS 282	Introduction to Methods in Computational Physics	1
Math Courses		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
Chemistry Courses		
CHEM 151	General Chemistry I	3-4
CHEM 151L	General Chemistry I Laboratory	1
CHEM 152	General Chemistry II	3
CHEM 152L	General Chemistry II Laboratory	1
CHEM 301	Organic Chemistry I	3
CHEM 301L	Organic Chemistry I Laboratory	1
CHEM 302	Organic Chemistry II	3
CHEM 302L	Organic Chemistry II Laboratory	1
Biology Courses		
BIOL 240	Bioenergetics and Systems	3
BIOL 240L	Bioenergetics and Systems Laboratory	1
BIOL 242	Genomes and Evolution	3
BIOL 242L	Genomes and Evolution Laboratory	1

Major Requirements (27 units)

Courses required for the Biophysics BS reflect the integration of the sciences, with upper-division courses from each of the sciences, as well as interdisciplinary Biophysics lecture and lab courses. 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. Students are also encouraged to start research (PHYS 400 and PHYS 496) as early as possible.

Code	Title	Units
BIOL 300	Genetics	3
CHEM 331	Biochemistry	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 340	Biological Physics	3
PHYS 381	Experimental Biophysics	4

PHYS 400	Research Forum	1
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	2
Two Upper-Division Electives from PHYS, BIOL or CHEM (subject to advisor approval)		6

Recommended Program of Study for Biophysics BS Major

Freshman Year

Semester I		**Units**
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
BIOL 240 & 240L	Bioenergetics and Systems	4
CORE / Electives		3
Semester II		
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
CORE / Electives		3

Sophomore Year

Semester I		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
CHEM 301 & 301L	Organic Chemistry I	4
CORE / Electives		3
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
BIOL 242 & 242L	Genomes and Evolution	4
CHEM 302 & 302L	Organic Chemistry II	4
CORE / Electives		3

Junior Year

Semester I		
PHYS 319	Thermal and Statistical Physics	3
PHYS 381	Experimental Biophysics	4
PHYS 400	Research Forum	1
PHYS 496	Research	1
CORE / Electives		6
Semester II		
PHYS 340	Biological Physics	3
CHEM 331	Biochemistry	3
PHYS 496	Research	1
CORE / Electives		9

Senior Year

Semester I		
PHYS 325	Introduction to Fluids (suggested elective)	3
BIOL 300	Genetics	3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 496	Research	1
CORE / Electives		9
Semester II		
PHYS 371	Computational Physics (suggested elective)	3
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	1
CORE / Electives		12

The Biophysics BA Major

Preparation for the Major (42 units)

Preparation for the Biophysics BA Major is designed to give students a broad background in physics, biology, chemistry, and math.

Code	Title	Units
Physics Courses		
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 281	Introduction to Optics	1
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1
Mathematics Courses		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
Chemistry Courses		
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
Biology Courses		
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
Total		42

Major Requirements (26-27 units)

Courses required for the Biophysics BA Major reflect the integration of the sciences, with upper-division courses from a variety of STEM disciplines, as well as interdisciplinary Biophysics lecture and lab courses. Students are urged to work with their biophysics academic advisor to work out a schedule of courses and electives that best fits their interdisciplinary interests, goals and aspirations.

Code	Title	Units
PHYS 340	Biological Physics	3
PHYS 381	Experimental Biophysics	4
PHYS 487	Experiential Physics	1
or PHYS 496	Research	
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	3-4
or PHYS 319	Thermal and Statistical Physics	
BIOL 300	Genetics	3
Two 300-level Electives from PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE or GENG (subject to advisor approval)		6
Total Units		**26-27**

Recommended Program of Study for Biophysics BA Major

Freshman Year

Semester I		**Units**
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
BIOL 240 & 240L	Bioenergetics and Systems	4
CORE / Electives		3
Semester II		
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
CORE / Electives		0-3

Sophomore Year

Semester I		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
CHEM 301 & 301L	Organic Chemistry I	4
CORE / Electives		0-3
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
BIOL 242 & 242L	Genomes and Evolution	4
CORE / electives		6

Junior Year

Semester I		
PHYS 319 or CHEM 302 ***and*** CHEM 302L	Thermal and Statistical Physics Organic Chemistry II Organic Chemistry II Laboratory	3-4
PHYS 381	Experimental Biophysics	4
PHYS 487	Experiential Physics	1
CORE / electives		6
Semester II		
PHYS 340	Biological Physics	3
CORE / Electives		12

Senior Year

Semester I		
BIOL 300	Genetics	3
STEM elective		3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
CORE / Electives		9
Semester II		
PHYS 495	Seminar II: Frontiers of Physics	1
STEM elective		3
CORE / Electives		12

PHYS 102 | PHYSICS OF MODERN LIFE
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 106 | EXPLORING THE NIGHT SKY
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to astronomy concepts and principles aimed at understanding the dynamics of the night sky. No background in physical science is required. Lab component involves guided hands-on investigation of astronomy principles and may include evening observing sessions.

PHYS 136 | GENERAL PHYSICS I
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Corequisites: PHYS 136L
A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

PHYS 136L | GENERAL PHYSICS I LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 136 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 137 | GENERAL PHYSICS II
Units: 3 Repeatability: No
Prerequisites: PHYS 136 and PHYS 136L
Corequisites: PHYS 137L
A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

PHYS 137L | GENERAL PHYSICS II LAB
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 137 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 270 | INTRODUCTION TO MECHANICS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
Corequisites: PHYS 270L
A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

PHYS 270L | MECHANICS LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 270 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)
A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: PHYS 271 (Can be taken Concurrently)
A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

PHYS 272 | INTRODUCTION TO MODERN PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)
An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A laboratory course where students use techniques of experimental physics to explore phenomena in modern physics.

PHYS 281 | INTRODUCTION TO OPTICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L
This lab course provides a hands-on introduction to the fundamentals of optics. Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference. Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)
An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

PHYS 301 | ENERGY AND THE ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and societal consequences. It is suitable for students having completed lower-division physics.

PHYS 307 | ASTROPHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

PHYS 314 | ANALYTICAL MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

PHYS 324 | ELECTROMAGNETISM
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

PHYS 325 | INTRODUCTION TO FLUIDS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 330 | QUANTUM MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

PHYS 340 | BIOLOGICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 up 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 371 | COMPUTATIONAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282
A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

PHYS 381 | EXPERIMENTAL BIOPHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency, Quantitative reasoning comp
Prerequisites: PHYS 272 and PHYS 272L
A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

PHYS 388 | STRUCTURE OF MATTER
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
An introduction to condensed matter physics, the study of the structure and dynamics of solids and liquids. Topics include the structure of crystals and amorphous matter, the scattering of waves to determine the arrangement and motion of atoms or particles, thermal and electrical conductivity, phase transitions, and superconductivity.

PHYS 400 | RESEARCH FORUM
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Undergraduate Research
Prerequisites: PHYS 496 (Can be taken Concurrently)
PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: PHYS 319 or PHYS 371
A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluated the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

PHYS 480 | EXPERIMENTAL MODERN PHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
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. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

PHYS 481W | EXPERIMENTAL BIOPHYSICS
Units: 4
Non-Core Attributes: Writing-Pre F17 CORE
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 | EXPERIENTIAL PHYSICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION
Units: 1 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: PHYS 496
First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: PHYS 271 and PHYS 271L
Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS
Units: 1 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PHYS 272
The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the “big picture” by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

PHYS 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: PHYS 400 (Can be taken Concurrently)
An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

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

Physics

Physics is the most fundamental of the sciences, exploring the universe from its smallest to grandest scales. Physicists use the language of mathematics to understand and describe nature in both its greatest simplicity and its most uncontrollable complexity. Students of physics become model-builders of everything from the architecture of the cosmos, to the substructure of the nuclei, and even the hidden patterns of the stock market.

Physics BS Degree: The BS degree in physics prepares students for a wide range of career paths including graduate programs in physics, astronomy, or engineering as well as careers in data science, engineering, and national laboratories.

Engineering Physics Pathway: Students completing a BS in Physics can also complete a **multiple degree program with Shiley-Marcos School of Engineering** to receive a BS in Physics and a BA/BS in Mechanical Engineering in 4.5 years.

Applied Scientific Computing Pathway: Physics majors pursuing a BS can take a range of computer science and math courses to complete this Applied Scientific Computing Pathway. Students completing this pathway will be prepared to solve challenging scientific problems using advanced computational methods.

Physics BA Degree: The BA degree in physics offers more flexibility than the BS degree and is designed for students wishing to pursue multiple minors, a double major, or a teaching credential. Students earning a BA degree are also well suited for professional studies in law, business, or education. The flexibility of the BA program is well suited for students considering non-STEM careers in, for example, business, education or law while also leaving open the door for certain STEM graduate programs or employment. Additionally, the BA option may appeal to those interested in pursuing interdisciplinary fields such as patent law, science journalism, or science policy.

Physics BS Major

Preparation for the Major (29-34 Units)

Code	Title	Units
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 281	Introduction to Optics	1-3
or ENGR 103	User-Centered Design	
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1-3
or ENGR 121	Engineering Programming	
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3-4
or MATH 262	Discrete Mathematics	
or CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	
Total Units		**29-34**

Major Requirements (39-47 Units)

Upper-division coursework in physics includes PHYS 300, PHYS 314, PHYS 319, PHYS 324, PHYS 330, PHYS 371 and PHYS 480. In addition, students must complete 12 units of 300-level physics electives. The major culminates with independent research (PHYS 400 and PHYS 496) and our seminar series (PHYS 493 and PHYS 495). Students are encouraged to start research (PHYS 496) as early as possible and take more than 2 units. Students are also highly encouraged to minor in Mathematics. Those majors intending to pursue graduate work in physics should take as many upper-division physics and mathematics courses as will fit into their schedule.

For students in the PHYS-MENG multiple degree program, the requirement for 12 physics elective units is replaced with 3 units of 300-level physics electives plus MENG 360, MENG 370, and MENG 400/MENG 400L. PHYS 300 can be replaced with MATH 310 and (MATH 315 or ISYE 330), PHYS 281 can be replaced with ENGR 103, and PHYS 282 can be replaced with ENGR 121. COMM 203 is a suitable replacement for PHYS 493, and MENG 491 is a suitable replacement forPHYS 400, if desired.

Code	Title	Units
PHYS 300	Mathematical Methods of Theoretical Physics (OR MATH 310 and (ISYE 330 or MATH 315)*)	3
PHYS 314	Analytical Mechanics	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 324	Electromagnetism	3
PHYS 330	Quantum Mechanics	3
PHYS 371	Computational Physics	3
PHYS 480	Experimental Modern Physics	4
PHYS 493	Seminar I: The Craft of Scientific Presentation	1-3
or COMM 203	Public Speaking	
PHYS 400	Research Forum	1-3
or MENG 491	Senior Design Project I	
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research (or 1 unit of PHYS 496 and 1 unit of MENG 492)	2
12 units of 300-level physics electives, or (3 units of 300-level physics electives and MENG 360, MENG 370 and MENG 400 & MENG 400L)*		12-13
*required for the PHYS-MENG multiple degree program		
Total Units		**39-44**

Recommended Program of Study for Physics BS Major

The following program of study fulfills the minimum requirement for a **physics BS major**. However, junior and senior year physics courses will depend on the student's graduation year, as many upper-division courses are offered every other year. Students are encouraged to meet with their academic advisors to map out a schedule that best fits their needs and interests.

Freshman Year

Semester I		**Units**
LLC Course		3
MATH 150	Calculus I	4
Core or Electives		9
Semester II		
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
Core or Electives		7-9

Sophomore Year

Semester I		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
Core or Electives		5-8
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
PHYS 400	Research Forum	1
MATH 260 or 262	Foundations of Higher Mathematics Discrete Mathematics	3
PHYS 496	Research	1
Core or Electives		2-5

Junior Year

Semester I		
PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS 371	Computational Physics	3
PHYS 494	Special Topics in Physics and Biophysics (example PHYS elective)	3
PHYS 496	Research	1-2
Core or Electives		3-5
Semester II		
PHYS 314	Analytical Mechanics	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 340	Biological Physics (example PHYS elective)	3
Core or Electives		2-5
PHYS 496	Research	1-2

Senior Year

Semester I		
PHYS 330	Quantum Mechanics	3
PHYS 324	Electromagnetism	3
PHYS 325	Introduction to Fluids (example PHYS elective)	3
Core or Electives		2-5
PHYS 496	Research	1-2
Semester II		
PHYS 480	Experimental Modern Physics	4
PHYS 307	Astrophysics (example PHYS elective)	3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
Core or Electives		5-8
PHYS 496	Research	1-2

PHYS-MENG Multiple Degree Program: Requirements & Recommended Course Schedule

Students who complete the PHYS-MENG program are eligible to earn two degrees, a BS in Physics and a BS/BA in Mechanical Engineering. When declaring their major, students should declare the BS in Physics as the first degree. The following program of study fulfills the minimum requirement for a **Physics BS and a Mechanical Engineering BA/BS**. However, junior and senior year physics courses will depend on the student's graduation year, as many upper-division physics courses are offered every other year. Students are encouraged to meet with their academic advisors to map out a schedule that best fits their needs and interests.

Freshman Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
ENGR 121	Engineering Programming	3
Core or Electives		6
Semester II		
ENGR 102	Introduction to Electromechanical System Design	3
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 151 & 151L	General Chemistry I	4-5
Core or Electives		3

Sophomore Year

Semester I		
ENGR 103	User-Centered Design	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
MATH 250	Calculus III	4
Core or Electives		6
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ELEC 201	Electrical Circuits	4

MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
Junior Year		
Semester I		
MATH 315 or ISYE 330	Applied Probability and Statistics Engineering Probability and Statistics	3
MENG 351	Machine Shop Practices	1
MENG 300	Applied Thermodynamics	3
MENG 352	CAD Practices	1
MENG 375	Dynamics	3
ENGR 311	Engineering Materials Science	3
MENG 460	System Dynamics and Vibrations	3
Semester II		
MENG 360	Fluid Mechanics	3
MENG 370 & 370L	Mechanics of Materials	4
ISYE 350 & 350L	Manufacturing Processes	4
PHYS 319[1]	Thermal and Statistical Physics (counts as MENG Elective #1)	3
Senior Year		
Semester I		
PHYS 314	Analytical Mechanics	3
PHIL 342	Engineering Ethics	3
MENG 400 & 400L	Heat Transfer (counts as PHYS Elective #1)	4
MENG 430	Design of Machine Elements	3
MENG 491W	Senior Design Project I	4
Semester II		
MENG 492	Senior Design Project II	3
PHYS 324[1]	Electromagnetism (counts as MENG Elective #2)	3
PHYS 307	Astrophysics (example PHYS elective)	3
Core or Electives		6
Senior Year 2		
Semester I		
PHYS 330[1]	Quantum Mechanics (counts as MENG Elective #3)	3
PHYS 371	Computational Physics	3
PHYS 496[3]	Research	1
Core and Electives		5
Semester II		
PHYS 480	Experimental Modern Physics (counts as MENG Elective #5)	4
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
Core and Electives		6-9

1. There are 5 MENG elective requirements in the MENG major, one of which must be a simulations course. PHYS 319, 324, 330, 480, and 371 count as MENG electives, with PHYS 371: Computational Physics, counting as the simulations elective.

2. ROTC students may substitute NAVS 201 (http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php), MILS 301 (http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php), or SDSU AS 300A for COMM 203 (http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php), which is the commonly taken in the engineering program. These classes will not satisfy university core requirements. Instead we recommend a 1 unit course that has the university core Oral Communication attribute, PHYS 493

3. Research is often completed in the summer

Applied Scientific Computing Pathway

Preparation for the Major (35 Units)

Code	Title	Units
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 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260 or MATH 262	Foundations of Higher Mathematics Discrete Mathematics	3
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5

Major Requirements (26 Units plus 6 additional units for Math Minor)

Upper-division coursework includes the computational physics sequence (PHYS 371 and PHYS 471), PHYS 319, and either MATH 320 or MATH 350. Students also choose 9 units of electives from physics, mathematics, or computer science in consultation with their academic advisor to broaden their knowledge base, spark their interest, and/or make direct connection with future career goals. The major culminates with faculty-mentored research (PHYS 496) or an alternative experiential learning opportunity such as an internship (PHYS 487), as well as the seminar series (PHYS 493 and PHYS 495). Students completing this pathway are also required to complete a minor in mathematics to build a strong mathematical foundation to complement the computational skills.

Code	Title	Units
PHYS 319	Thermal and Statistical Physics	3
PHYS 371	Computational Physics	3
PHYS 471	Advanced Computational Physics Laboratory	4
MATH 320 or MATH 350	Linear Algebra Probability	3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496 or PHYS 487	Research Experiential Physics	2
9 upper-division units from PHYS, MATH, or COMP		9

A minor in Mathematics is required for the Applied Scientific Computing pathway (6 units in addition to math courses in the preparation for the major)	
6 (additional) units of upper division MATH	6

Recommended Program of Study for Applied Scientific Computing pathway

The following program of study fulfills the minimum requirement for the Applied Scientific Computing pathway. However, junior and senior year courses will depend on the student's graduation year, as many upper-division courses are offered every other year. Students are encouraged to meet with their academic advisors to map out a schedule that best fits their needs and interests.

Freshman Year

Semester I		**Units**
LLC Course		3
MATH 150	Calculus I	4
COMP 110	Computational Problem Solving	3.5
Core or Electives		6
Semester II		
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
COMP 120	Programming Abstractions and Methodologies	3.5
Core or Electives		6

Sophomore Year

Semester I		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
MATH 250	Calculus III	4
Core or Electives		9
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
MATH 262	Discrete Mathematics	3
Core or Electives		9

Junior Year

Semester I		
PHYS 371	Computational Physics	3
MATH 320	Linear Algebra	3
MATH Elective		3
PHYS 496 or 487	Research Experiential Physics	1-2
Core or Electives		6
Semester II		
PHYS 319	Thermal and Statistical Physics	3
PHYS 471	Advanced Computational Physics Laboratory	4
PHYS 496 or 487	Research Experiential Physics	1-2
Core or Electives		6

Senior Year

Semester I		
PHYS/MATH/COMP Elective		3
MATH Elective		3
PHYS 495	Seminar II: Frontiers of Physics	1
Core or Electives		9
Semester II		
Two PHYS/MATH/COMP Electives		6
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
Core or Electives		9

Physics BA Major

Preparation for the Major (34 Units)

Code	Title	Units
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 281	Introduction to Optics	1
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
8 units of: CHEM 151/151L, CHEM 152/152L, BIOL 240/240L, BIOL 242/242L		8
Total Units		**34**

Major Requirements (28 Units)

Upper-division coursework in physics includes PHYS 300, PHYS 330, PHYS 480, and any 2 other 300-level physics electives. The major culminates with an experiential learning experience (PHYS 487 or PHYS 496), that can include research, internships, outreach teaching, etc.; and our seminar series (PHYS 493 and PHYS 495). The remaining 9 units are electives that can be taken in PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, or GENG.

Code	Title	Units
PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS 330	Quantum Mechanics	3
PHYS 480	Experimental Modern Physics	4
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 487	Experiential Physics	1
or PHYS 496	Research	
6 units of: PHYS 314, PHYS 324, PHYS 319, PHYS 371		6
9 upper-division units from: PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, or GENG		9
Total Units		**28**

Recommended Program of Study for Physics BA Major

Freshman Year

Semester I		**Units**
LLC Course		3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Core / Electives		9
Semester II		
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
Core / Electives		6
Sophomore Year		
Semester I		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
Core / Electives		6
Semester II		
PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
Core / Electives		9
Junior Year		
Semester I		
PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS Elective 1[1]		3
STEM Elective 1[2]		3
Core / Electives		6
Semester II		
PHYS 330	Quantum Mechanics	3
PHYS 487 or 496	Experiential Physics Research	1
STEM Elective 2[2]		
Core / Electives		9
Senior Year		
Semester I		
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
STEM Elective 3[2]		
Core / Electives		12
Semester II		
PHYS 480	Experimental Modern Physics	4
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS Elective 2[1]		
Core / Electives		9

[1]choose from PHYS 314, PHYS 324, PHYS 319, PHYS 371

[2] 300-level course from PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, GENG

Physics Minor

The 18 units required for a minor in Physics must include:

Code	Title	Units
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

PHYS 102 | PHYSICS OF MODERN LIFE
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 106 | EXPLORING THE NIGHT SKY
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to astronomy concepts and principles aimed at understanding the dynamics of the night sky. No background in physical science is required. Lab component involves guided hands-on investigation of astronomy principles and may include evening observing sessions.

PHYS 136 | GENERAL PHYSICS I
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Corequisites: PHYS 136L
A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

PHYS 136L | GENERAL PHYSICS I LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 136 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 137 | GENERAL PHYSICS II
Units: 3 Repeatability: No
Prerequisites: PHYS 136 and PHYS 136L
Corequisites: PHYS 137L
A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

PHYS 137L | GENERAL PHYSICS II LAB
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 137 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 270 | INTRODUCTION TO MECHANICS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
Corequisites: PHYS 270L
A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

PHYS 270L | MECHANICS LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 270 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)
A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: PHYS 271 (Can be taken Concurrently)
A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

PHYS 272 | INTRODUCTION TO MODERN PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)
An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A laboratory course where students use techniques of experimental physics to explore phenomena in modern physics.

PHYS 281 | INTRODUCTION TO OPTICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L
This lab course provides a hands-on introduction to the fundamentals of optics. Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference. Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)
An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

PHYS 301 | ENERGY AND THE ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and societal consequences. It is suitable for students having completed lower-division physics.

PHYS 307 | ASTROPHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

PHYS 314 | ANALYTICAL MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

PHYS 324 | ELECTROMAGNETISM
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

PHYS 325 | INTRODUCTION TO FLUIDS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 330 | QUANTUM MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

PHYS 340 | BIOLOGICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 up 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 371 | COMPUTATIONAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282
A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

PHYS 381 | EXPERIMENTAL BIOPHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency, Quantitative reasoning comp
Prerequisites: PHYS 272 and PHYS 272L
A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

PHYS 388 | STRUCTURE OF MATTER
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
An introduction to condensed matter physics, the study of the structure and dynamics of solids and liquids. Topics include the structure of crystals and amorphous matter, the scattering of waves to determine the arrangement and motion of atoms or particles, thermal and electrical conductivity, phase transitions, and superconductivity.

PHYS 400 | RESEARCH FORUM
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Undergraduate Research
Prerequisites: PHYS 496 (Can be taken Concurrently)
PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: PHYS 319 or PHYS 371
A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluated the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

PHYS 480 | EXPERIMENTAL MODERN PHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
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. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

PHYS 481W | EXPERIMENTAL BIOPHYSICS
Units: 4
Non-Core Attributes: Writing-Pre F17 CORE
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 | EXPERIENTIAL PHYSICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION
Units: 1 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: PHYS 496
First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: PHYS 271 and PHYS 271L
Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS
Units: 1 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PHYS 272
The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the “big picture” by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

PHYS 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: PHYS 400 (Can be taken Concurrently)
An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

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

Political Science and International Relations

Chair

Casey B.K. Dominguez, PhD

Faculty

Evan Crawford, PhD

Patrick F. Drinan, PhD, Emeritus

Emily Edmonds-Poli, PhD

Cory C. Gooding, PhD

Timothy W. McCarty, PhD

Kacie Miura, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

David Shirk, PhD

Avi Spiegel, JD, PhD

Kira K. Tait, PhD

Andrew Tirrell, JD, MALD, PhD

J. Michael Williams, JD, PhD

Randy Willoughby, PhD

The Department of Political Science and International Relations is committed to the liberal arts tradition of intellectual curiosity, academic rigor, and a pluralistic and diverse curriculum. Students will not only graduate with a solid understanding of the theories, practices and institutions of politics, but also with an appreciation of how to create a more just and humane world.

We offer a range of courses that address every corner of the globe and that prepare students to be astute and keen political observers and actors. Through our courses, we provide opportunities for students to improve their critical thinking skills and the ability to read, write, and speak clearly, skills that are central to the liberal arts tradition and that are crucial for students to practice democratic citizenship.

To supplement these courses, we provide internship, community service learning and study abroad opportunities that encourage learning outside of the classroom.

The Political Science major focuses attention on the shared and contending ideas, values, institutions and processes of public life. Courses range from the specific study of politics in one country 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. Click here for more information on the Political Science major requirements.

The International Relations 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.

International Relations

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. 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. Students should note that courses counted toward another major/minor cannot also be counted toward the International Relations major or minor and that the department does not accept on-line transfer credits toward the major/minor.

Study Abroad

In order to complement their academic training with first-hand experience in a foreign country, IR majors are required to complete three units outside the United States. These units may be lower or upper division in any academic discipline. This requirement does not add to the overall number of units required for the major. USD offers a wide array of study abroad opportunities during the fall and spring semesters, January intersession, and summer. No more than six units from non-USD faculty-led study abroad courses may be applied to the IR major or minor.

USD Internship Program

Students are encouraged to participate in an internship while at USD. An internship provides an opportunity to gain practical, “real world” experience that gives depth and understanding to political issues and concepts discussed in the classroom. It also provides an opportunity to experience political and administrative activities, which may suggest future career possibilities. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.

USD/Washington Center Intersession Seminar and Internship Semester

Students have the opportunity to enroll in a 3-unit intersession course (POLS 400) in Washington, D.C. This course provides students with an opportunity to study current political, social, and economic issues while living in Washington, D.C. for two weeks in January.

University of San Diego students have the opportunity to earn academic credit in a semester or summer-long internship program in Washington, D.C. These experiences 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 may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.

The Department of Political Science and International Relations offers two majors. For information on the Political Science (http://catalogs.sandiego.edu/undergraduate/colleges-schools/arts-sciences/political-science/) major, please see the Political Science section of this catalog.

The International Relations Major

Preparation for the Major

Code	Title	Units
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3
POLS 170	Introduction to International Relations	3
Lower-Division POLS Course		3
Total Units		**12**

Major Requirements

39 units of upper-division work to include (note: course descriptions are listed under the Political Science major):

Code	Title	Units
Core Courses		
12 units (POLS 330 is a prerequisite for POLS 495):		12
POLS 330	Research Methods in Political Science (typically offered Fall and Spring)	
POLS 350	Theories of Comparative Politics (typically offered in Fall. BA/MA can use 350/550 interchangeably)	
or POLS 550	Politics & Policies Around the World: Foundations of Comparative Politics	
POLS 370	Theories of International Relations (typically offered in Spring. BA/MA students can take POLS 370/570 interchangeably.)	
or POLS 570	Global Conflict & Cooperation: Foundations of International Relations	
POLS 380	Theories of International Political Economy (typically offered in Fall and Spring)	
International and Comparative Politics		
Select 15 upper-division units (at least five courses) from the following:		15
POLS 326	Comparative Law	
POLS 327	International Law	
POLS 329	Law of the Sea	
POLS 343	Education, Citizenship and Politics in South Africa	
POLS 347	Culture & Environmental Politics	
POLS 348	Indigenous Peoples and the Environment	
POLS 349	Politics and the Environment	
POLS 352	Comparative Politics of Developing Countries	
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		
POLS 363	Politics in France	
POLS 365	Politics in Russia	
POLS 366	Politics in Mexico	
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 379	International Political Boundaries and Border Policies	
POLS 381	Migration & Immigration Politics and Policy	
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	
Race and Ethnic Politics (select at least one course from the following)		
POLS 130	Introduction to the Politics of Race and Ethnicity	
POLS 305	Black Political Thought	
POLS 315	Political Psychology	
POLS 317	Asian American Politics	
POLS 318	Black Politics	
POLS 319	Politics of Race and Ethnicity	
POLS 344	Politics of U.S. Citizenship and Migration	
POLS 347	Culture & Environmental Politics	
POLS 348	Indigenous Peoples and the Environment	
POLS 358	Politics in South Asia	
POLS 360	Politics in Sub-Saharan Africa	
POLS 361	Politics in South Africa	
POLS 366	Politics in Mexico	
POLS 368	Politics in China	
POLS 374	U.S.-Latin American Relations	
POLS 379	International Political Boundaries and Border Policies	
POLS 381	Migration & Immigration Politics and Policy	
Political Science		
Three upper-division POLS units [1]		3
Capstone [2]		
POLS 495	Senior Capstone Seminar	3
Humanities and Social Sciences		

Six upper-division units. One upper-division History course from those listed below and one upper-division elective in a discipline other than History 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. [3]

History (Select one of the following)		**3**
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging	
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 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 333	Europe 1600-1800	
HIST 335	The Victorians in Literature & Film	
HIST 339	Americans in Paris through War and Peace	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 343	History of Germany Since 1945	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 348	France in Revolution and War	
HIST 349	The Vietnam Wars	
HIST 350	England 1348-1688: Plague to Revolution	
HIST 351	Modern Britain	
HIST 352	Victorian Britain and the World	
HIST 353	Topics in Russian and East European History	
HIST 354	History of Spain	
HIST 355	Ancient Near East	
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	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
HIST 373	Armed Conflict and American Society	
HIST 376	U.S. Foreign Relations in the Long 19th Century	
HIST 377	Twentieth Century U.S. Foreign Relations	
HIST 378	The History of World War I and World War II through Literature and Film	
HIST 384	History of Mexico	
Upper-Division Elective (Select one of the following)		**3**
Anthropology		
ANTH 320	North American Indian Cultures	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 334	South American Archaeology	
ANTH 335	Nautical Archaeology	
ANTH 339	Post Medieval Seafaring and Empire	
ANTH 362	Piracy in the New World	
ANTH 410	Social Change: Global Perspectives	
Art History		
ARCH 320	Money By Design: Architecture and Political Economy	
ARCH 322	Contemporary Architecture	
or ARTH 322	Contemporary Architecture	
ARCH 323	Memory, Monument, Museum	
ARCH 327	Architecture and Decolonization	
ARCH 340	Biographies of World Cities	
or ARTH 340	Biographies of World Cities	
ARTH 323	Memory, Monument, Museum	
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	
ARTH 354	Art in the 1960s and 70s	
ARTH 360	Asia Modern	
ARTH 361	Chinoiserie and Japonisme	
ARTH 375		
ARTH 376	Art at El Prado Museum, Madrid, Spain	
Asian Studies		
ASIA 494	Topics in Asian Studies	
Communication		
COMM 380	International Media	
COMM 480	Advanced Topics in International Media	
COMM 338	Media and Conflict	
COMM 481	International Topics in Human Communication	
COMM 488	Global Team Development	
Economics		
ECON 333	International Economics	
ECON 335	Economic Development of Latin America	
ECON 337	Economic Development of Asia	
Ethnic Studies		
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	
ETHN 367	Race and Globalization	
English		
ENGL 330	Dante	
ENGL 331	Medieval Studies	
ENGL 333	Chaucer	
ENGL 360	Modern And Contemporary Poetry	
ENGL 362	Modern And Contemporary Drama	
ENGL 363	Global Studies	
ENGL 364	Global Literature and Culture	

ENGL 366	Modern and Contemporary European Literature
ENGL 368	Modern And Contemporary British Literature
ENGL 370	Modern and Contemporary Fiction
Language	
Arabic	
ARAB 394	Special Topics in Arabic
Chinese	
CHIN 302	Contemporary China: Culture, Politics and Society
CHIN 303	Media Chinese: Internet, Television and Film
CHIN 304	Professional Chinese: Language and Culture
CHIN 347	Chinese Cinema:Postsocialism and Modernity
CHIN 394	Special Topics in Chinese
CHIN 494	Special Topics in Chinese
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 322	Survey of Francophone Literature
FREN 394	Special Topics in French
FREN 403	Contemporary French Civilization
FREN 409	Contemporary African Francophone Theatre
FREN 410	French Theater
FREN 411	French Prose
FREN 412	French Novel
FREN 413	French Poetry
FREN 414	French Women Writers
FREN 494	Special Topics in French
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	Special Topics in German
GERM 494	Special Topics in German
Italian	
ITAL 302	Contemporary Italy: Culture, Politics and Society
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 340	Topics in Italian Literature, Film and Culture
ITAL 342	Topics in Italian Literature, Film and Culture-Global Focus
ITAL 347	Topics in Italian Literature, Film and Culture in Translation
ITAL 394	Special Topics in Italian
ITAL 403	Studies in Italian Film
ITAL 410	Studies in Medieval and Renaissance Italy
ITAL 411	Studies in Modern and Contemporary Italy
ITAL 413	Studies in the Italian Diaspora with a Domestic Focus
ITAL 420	Dante and His Times
ITAL 440	Topics in Italian Literature and Culture
ITAL 494	Special Topics In Italian
Japanese	
JAPN 394	Special Topics in Japanese
JAPN 494	Special Topics in Japanese
Spanish	
SPAN 302	Cultural History of Spain
SPAN 303	Introduction To Cultural Analysis
SPAN 304	Cultural History of Latin America
SPAN 322	Cultural History of Spain-Madrid Center
SPAN 360	Survey of Latin American Literature
SPAN 394	Special Topics in Spanish
SPAN 410	Latinx Literatures and Cultures
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 440	Topics in Literature, Film and Culture
SPAN 442	Topics in Literature, Film and Culture-Global Focus
SPAN 448	Latin American Short Story
SPAN 449	Latin American Novel
SPAN 451	Latin American Poetry
SPAN 453	Mexican Literature and Culture
SPAN 456	Humans Rights in Latin American Cultural Production
SPAN 458	Jewish Latin America
SPAN 494	Special Topics in Spanish
Latin American Studies	
LATS 494	Special Topics in Latin American Studies
Music	
MUSC 331	Music History II: Monteverdi-Verdi (1600s-1850s)
MUSC 332	Music History III: The Late 19th Century to the Present
MUSC 340	Topics in World Music
MUSC 341	Religion and the Performing Arts in Bali
Philosophy	
PHIL 321	Social Ethics
PHIL 338	Environmental Ethics
PHIL 340	Ethics of War and Peace
PHIL 344	Environmental Justice
PHIL 472	Studies in Modern European Philosophy
PHIL 474	Twentieth Century Continental Philosophy
PHIL 476	Studies in Asian Philosophy
Sociology	
SOCI 410	Social Change: Global Perspectives
SOCI 470	Sexuality and Borders
SOCI 471	Environmental Inequality and Justice
SOCI 472	Criminalizing Immigration
Theology and Religious Studies	
THRS 305	Buddhist Art and Pilgrimage in India

THRS 311	Jewish Faith and Practice - Advanced Writing
THRS 312	The Hindu Tradition
THRS 313	Jewish Faith and Practice
THRS 314	Buddhist Thought and Culture
THRS 315	Islamic Thought and Culture
THRS 318	Islam, Women and Literature
THRS 320	Indigenous Religions and Spiritualities
THRS 323	War and Peace in the Christian Tradition
THRS 326	Religion and the Performing Arts in Bali
THRS 358	Latinoa Catholicism
THRS 369	Liberation Theology
THRS 372	Women, Gender, and Christianity in the Ancient World
THRS 382	The Prophetic Tradition of Israel
THRS 390	The Holocaust: Religious Questions
Total Units	**39**

[1] 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.

[2] 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.

[3] Other upper-division courses with predominantly international or comparative content can be used upon specific approval by the department Chair. Note: Some of the listed humanities and social sciences courses may have additional prerequisites.

Study Abroad

A study abroad experience is required for the IR major. Students must take at least three units outside the United States as part of a study abroad experience. These units may be either lower or upper division and in any academic discipline. This requirement does not add to the overall number of units required for the major.

No more than six units taught by non-USD faculty may be applied toward the IR/Comparative Politics category of the major.

Internship

Students are highly encouraged to participate in an internship while at USD. No more than 3 units of internship (POLS 436, 448, 486, 498) may be applied to the requirements of the major, and no more than 6 units may be applied toward the requirements of the BA degree.

Recommended Program of Study, International Relations

Freshman Year

Semester I		**Units**
Fall LLC Class		3
Select one of the following:		3
POLS 100	Power and Justice	
POLS 120	Introduction to American Politics	
POLS 130	Introduction to the Politics of Race and Ethnicity	
POLS 150	Introduction to Comparative Politics	
POLS 170	Introduction to International Relations	
CC or electives		6-9

Semester II

Select one of the following:		3
POLS 100	Power and Justice	
POLS 120	Introduction to American Politics	
POLS 130	Introduction to the Politics of Race and Ethnicity	
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 100	Power and Justice	
POLS 120	Introduction to American Politics	
POLS 130	Introduction to the Politics of Race and Ethnicity	
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/POLS (including Race and Ethnic Politics course)		3
CC or electives		6-9

Junior Year

Semester I

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)	
Upper Division IR/POLS		3-6
Upper-Division Humanities		3
CC or electives		3-6

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)	
Upper Division IR/POLS (including Race and Ethnic Politics course)		3-6
Upper-Division Humanities		3
CC or electives		3-6

Senior Year

Semester I

POLS 495	Senior Capstone Seminar (or Upper-Division IR)	3
Upper-Division Humanities		3
Upper Division IR/POLS (including Race and Ethnic Politics course)		3-6
Electives		3
Semester II		
POLS 495	Senior Capstone Seminar (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.

Combined Degree Program (BA/MA)

Through the Combined Degree Program, undergraduates who are completing a degree in International Relations at the University of San Diego may apply for admission to the Master of Arts in International Relations degree program while completing the requirements for their Bachelor's degree.

With graduate director approval, undergraduate students admitted to the combined degree program are permitted take up to 12 units of 500-level coursework to count towards the requirements for both degrees, with 500-level courses counting as undergraduate electives. USD undergraduate students are eligible to apply to the Master's program during their junior or senior year, provided that they have a 3.5 GPA within the major, have completed at least two 300- or 400-level political science or international relations courses (including POLS 350, POLS 370, or POLS 380), and will have completed all courses in preparation for the undergraduate major before enrollment in the combined degree program.

Students admitted to the Combined Degree Program will have undergraduate status until they complete their BA degree requirements, and will become graduate students in the term after graduation from the undergraduate program. Combined degree students must maintain a GPA of at least 3.0 at both the undergraduate and graduate level, or be subject to academic probation and/or expulsion from the graduate program. Combined degree students must complete a minimum of 18 units while they have graduate student status in order to satisfy the graduate program requirements.

The International Relations Minor

Code	Title	Units
POLS 150	Introduction to Comparative Politics	3
POLS 170	Introduction to International Relations	3-4
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 nine 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
Total Units		**18-19**

Political Science

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 engagement, study abroad, and semesters in Washington, D.C. 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 non-governmental-organizations. Students should note that courses counted toward another major/minor cannot also be counted toward the Political Science major or minor and that the department does not accept on-line transfer credits toward the major/minor.

USD Internship Program

Students are encouraged to participate in an internship while at USD. An internship provides an opportunity to gain practical, "real world" experience that gives depth and understanding to political issues and concepts discussed in the classroom. It also provides an opportunity to experience political and administrative activities, which may suggest future career possibilities. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.

USD/Washington Center Internship Semester and Intersession Seminar

Students have the opportunity to enroll in a 3-unit intersession course (POLS 400) in Washington, D.C. This course provides students with an opportunity to study current political, social, and economic issues while living in Washington, D.C. for two weeks in January.

University of San Diego students also have the opportunity to earn academic credit in a semester or summer-long internship program in Washington, D.C. These experiences 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 may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the Political Science major or minor.

Study Abroad

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. USD offers a wide array of study abroad opportunities during the fall and spring semesters, January intersession, and summer. No more than six units from non-USD faculty-led study abroad courses may be applied to the Political Science major or minor.

The Department of Political Science and International Relations offers two majors. For information on the International Relations (http://catalogs.sandiego.edu/undergraduate/colleges-schools/arts-sciences/international-relations/) major, please see the International Relations section of this course catalog.

The Political Science Major

Preparation for the Major

Code	Title	Units
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	
Lower-Division POLS Course		3
Total Units		**12**

Major Requirements

Code	Title	Units
Core Courses		
The following course is a prerequisite for POLS 495		
POLS 330	Research Methods in Political Science	3
Political Thought (select one course from the following)		3
POLS 300	Democratic Theory	
POLS 301	Political Thought:Ancient to Modern	
POLS 302	Political Thought:Modern and Contemporary	
POLS 303	Liberal Political Thought	
POLS 304	American Political Thought	
POLS 305	Black Political Thought	
POLS 306	Conservative Political Thought	
POLS 307	Feminist Political Theories	
POLS 308	Politics and Literature	
American Politics (select one course from the following)		3
POLS 310	The Presidency	
POLS 312	Congress	
POLS 313	Parties and Interest Groups	
POLS 314	Campaigns and Elections	
POLS 315	Political Psychology	
POLS 316	State and Local Government	
POLS 317	Asian American Politics	
POLS 318	Black Politics	
POLS 319	Politics of Race and Ethnicity	
POLS 320	War Powers in the American Constitutional System	
POLS 321	Constitutional Law and American Government:Federalism and Separation of Powers	
POLS 322	Constitutional Law: Civil Rights and Liberties	
POLS 323	Judicial Behavior	
International Politics (select at least one course from the following)		3
POLS 326	Comparative Law	
POLS 327	International Law	
POLS 329	Law of the Sea	
POLS 343	Education, Citizenship and Politics in South Africa	
POLS 346	Food and Politics	
POLS 348	Indigenous Peoples and the Environment	
POLS 349	Politics and the Environment	
POLS 350	Theories of Comparative Politics (BA/MA can use 350/550 interchangeably)	
or POLS 550	Politics & Policies Around the World: Foundations of Comparative Politics	
POLS 352	Comparative Politics of Developing Countries	
POLS 353	Politics and Religion	
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		
POLS 363	Politics in France	
POLS 365	Politics in Russia	
POLS 366	Politics in Mexico	
POLS 368	Politics in China	
POLS 370	Theories of International Relations (BA/MA can take 370/570 interchangeably)	
or POLS 570	Global Conflict & Cooperation: Foundations of International Relations	
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 379	International Political Boundaries and Border Policies	
POLS 380	Theories of International Political Economy	
POLS 381	Migration & Immigration Politics and Policy	
POLS 382	International Human Rights	
POLS 383	International Organizations	
POLS 480	Model United Nations	
POLS 492	Special Topics in International Relations--Study Abroad	
POLS 494	Special Topics in International Relations	
POLS 498	Internship in International Relations	
POLS 499	Independent Study in International Relations	
Race and Ethnic Politics (select at least one course from the following)		
POLS 130	Introduction to the Politics of Race and Ethnicity	
POLS 305	Black Political Thought	
POLS 315	Political Psychology	
POLS 317	Asian American Politics	
POLS 318	Black Politics	
POLS 319	Politics of Race and Ethnicity	
POLS 344	Politics of U.S. Citizenship and Migration	
POLS 347	Culture & Environmental Politics	
POLS 348	Indigenous Peoples and the Environment	
POLS 358	Politics in South Asia	
POLS 360	Politics in Sub-Saharan Africa	
POLS 361	Politics in South Africa	
POLS 366	Politics in Mexico	
POLS 368	Politics in China	
POLS 374	U.S.-Latin American Relations	
POLS 379	International Political Boundaries and Border Policies	
POLS 381	Migration & Immigration Politics and Policy	
Elective Courses (Fifteen units from any of the POLS upper-division courses)		15
Political Science Senior Capstone Seminar		

POLS 495	Senior Capstone Seminar [1]	3
Total Units		**30**

[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.

Internship

Students are highly encouraged to participate in an internship while at USD. No more than 3 units of internship (POLS 436, 448, 486, 498) may be applied to the requirements of the major, and no more than 6 units may be applied toward the requirements of the BA degree.

Study Abroad

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. No more than six units from non-USD faculty led study abroad courses may be applied to the major.

Recommended Program of Study, Political Science

Freshman Year

Semester I		**Units**
Fall LLC Class		3
POLS 100	Power and Justice	3
CC or electives		9
Semester II		
POLS 120	Introduction to American Politics	3
POLS 150 or 170	Introduction to Comparative Politics Introduction to International Relations	3
CC or electives		9

Sophomore Year

Semester I		
Any lower-division POLS course		3
CC or electives		12
Semester II		
Political Thought course (POLS 300-308)		3
American Politics courses (POLS 310-323)		6-9
CC or electives		3-6

Junior Year

Semester I		
Political Thought course (POLS 300-308)		3
POLS 330	Research Methods in Political Science (or Upper-Division POLS)	3
International Politics course		3
CC or electives		3-6
Semester II		
POLS 330	Research Methods in Political Science (or Upper-Division POLS)	3
Select from: POLS 310-323, or Other Upper Division POLS (including Race and Ethnic Politics elective)		6-9
CC or electives		3-6

Senior Year

Semester I		
POLS 495	Senior Capstone Seminar	3
Upper-Division POLS (including Race and Ethnic Politics elective)		3-6
CC or electives		3-6
Semester II		
POLS 495	Senior Capstone Seminar	3
Upper-Division POLS		3-6
CC or electives		3-6

Combined Degree Program (BA/MA)

Through the Combined Degree Program, undergraduates who are completing a degree in Political Science at the University of San Diego may apply for admission to the Master of Arts in International Relations degree program while completing the requirements for their Bachelor's degree.

With graduate director approval, undergraduate students admitted to the combined degree program are permitted take up to 12 units of 500-level coursework to count towards the requirements for both degrees, with 500-level courses counting as undergraduate electives. USD undergraduate students are eligible to apply to the Master's program during their junior or senior year, provided that they have a 3.5 GPA within the major, have completed at least two 300- or 400-level political science or international relations courses (including POLS 350, POLS 370, or POLS 380), and will have completed all courses in preparation for the undergraduate major before enrollment in the combined degree program.

Students admitted to the Combined Degree Program will have undergraduate status until they complete their BA degree requirements, and will become graduate students in the term after graduation from the undergraduate program. Combined degree students must maintain a GPA of at least 3.0 at both the undergraduate and graduate level, or be subject to academic probation and/or expulsion from the graduate program. Combined degree students must complete a minimum of 18 units while they have graduate student status in order to satisfy the graduate program requirements.

The Political Science Minor

Code	Title	Units
POLS 100	Power and Justice	3-4
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3-4
or POLS 170	Introduction to International Relations	
Select 9 Upper-Division Units		9
Total Units		**18-20**

Study Abroad

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. No more than six units from non-USD faculty led study abroad courses may be applied to the minor.

POLS 100 | POWER AND JUSTICE
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course focuses on theories of political organization, action, and analysis. Readings emphasize primary sources of political thought—from Ancient Greece to modern America—to investigate fundamental problems of political life. How should power be distributed and what ends should it serve? How do diverse political communities define and seek justice? How do they balance other fundamental values, such as liberty and equality? How can these questions help us understand who wins, who loses, and why it matters? These questions and more will guide our investigation of the relationship between power and justice in theory and practice.

POLS 120 | INTRODUCTION TO AMERICAN POLITICS
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 130 | INTRODUCTION TO THE POLITICS OF RACE AND ETHNICITY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
What is the role of race and ethnicity in U.S. politics? Are we post-racial yet? The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context. We will also investigate the potential for colorblindness as an approach to American politics.

POLS 150 | INTRODUCTION TO COMPARATIVE POLITICS
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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: 3-4
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 200 | TOPICS IN POLITICAL THEORY
Units: 3
This course will offer lower division students an opportunity to take a course in a more specialized area of political thought. Topics may include "American Political Thought," "Political Thought in Literature," : Discourse & Democracy," and "Conservative Political Thought" and others.

POLS 220 | TOPICS IN AMERICAN POLITICS AND PUBLIC LAW
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course will offer lower division students a close look at a particular element fo the American political system. Topics may include "The Presidential Election," "The Vote," and "Money in American Politics" and others.

POLS 250 | TOPICS IN COMPARATIVE POLITICS
Units: 3-4
Core Attributes: Social/Behavioral Inquiry area
This course will offer lower division students the opportunity to examine specialized topcs in comparative politics. Topics may include "Political and Social Change in South Africa and the United States," "Democratization in Comparative Perspective," "political Change in the 21st Century" and others.

POLS 270 | TOPICS IN INTERNATIONAL RELATIONS
Units: 3
This course will offer students a closer look at specialized topics in the international political system. Topics may include "Indigenous Peoples and the Environment," "Rising Powers and the Future of American Global Predominance," "War and Peace in the Twenty-first Century," "Twenty-first Century Global Challenges," and "Political Borders: Cooperation and Conflict Along Interstate Boundaries" and others.

POLS 300 | DEMOCRATIC THEORY
Units: 3 Repeatability: No
This class is an investigation of the virtues and vices of democracy. Course texts will be comprised of works in Ancient political thought, modern and contemporary democratic theory, and works of literature, By working to interrogate and analyze such texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways.

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: 3-4
Non-Core Attributes: Writing-Pre F17 CORE
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 303 | LIBERAL POLITICAL THOUGHT
Units: 3 Repeatability: No
This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

POLS 304 | AMERICAN POLITICAL THOUGHT
Units: 3 Repeatability: No
Through self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forebears. This course explores the varieties of political thought in the United States, highlighting the diversity of perspectives on political life and institutional design throughout American history.

POLS 305 | BLACK POLITICAL THOUGHT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

POLS 306 | CONSERVATIVE POLITICAL THOUGHT
Units: 3 Repeatability: No
Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

POLS 307 | FEMINIST POLITICAL THEORIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
In this course we will explore foundational texts and concepts alongside issues with which feminist theorists around the world have been grappling, both historically and in the present. As you will discover, there is no unitary feminist theory. There is overlap, but there are also marked differences among the approaches that feminists have taken in their pursuit of social change, and with the goal of establishing a more just social order. As we work through the course, we will explore the strengths and limitations of the approaches we encounter, looking at their emergence and implications and exploring how they help us understand and confront our own gendered existence. Above all, we will examine the intersectional workings of power and their impact on political subjectivity, belonging, becoming, and activism in one's communities.

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 309 | SEX, POWER, AND POLITICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 315 | POLITICAL PSYCHOLOGY
Units: 3 Repeatability: No
Prerequisites: POLS 100 or POLS 120 or POLS 130 or POLS 150 or POLS 170
The goal of this course is to introduce you to some of the major topics in political psychology. While it is a subdiscipline in and of itself, political psychology research helps to inform all areas of political science. Why do people think the way they do about politics? What is the role of emotion in our decision-making? How often are our perceptions disconnected from reality, and how could we even identify such a disconnect? What types of personalities seek political office? How do political leaders decide whether to go to war? As we dive into these topics we will also discuss different methodologies political scientists and social psychologists use to approach these kinds of questions.

POLS 316 | STATE AND LOCAL GOVERNMENT
Units: 3 Repeatability: No
This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation, with special attention to California. This course examines the political functions of state and local governments, including the extent to which the national political atmosphere interacts with state and local politics and policymaking.

POLS 317 | ASIAN AMERICAN POLITICS
Units: 3 Repeatability: No
This course examines the political experiences of Asian American people in the United States, including people of Chinese, Japanese, Filipino, Korean, Vietnamese, and other people who identify as Asian American and Pacific Islanders. Key topics include theories of migration; resettlement, organization, and political identity; integration, socialization, and historical treatment; and differences in levels and types of political participation among Asian American people.

POLS 318 | BLACK POLITICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

POLS 319 | POLITICS OF RACE AND ETHNICITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the diverse issues and strategies deployed by racial and ethnic groups in the United States to gain more equitable treatment.

POLS 320 | WAR POWERS IN THE AMERICAN CONSTITUTIONAL SYSTEM
Units: 3 Repeatability: No
This course focuses on the war powers that the Constitution grants to the Congress and the president. Particular attention will be paid to the ways in which that balance has evolved over time from the founding to the present day.

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 322 | CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES
Units: 3 Repeatability: No
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
Non-Core Attributes: Writing-Pre F17 CORE
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 Repeatability: No
This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations.

POLS 330 | RESEARCH METHODS IN POLITICAL SCIENCE
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
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: 3-4
This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

POLS 343 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 2
Non-Core Attributes: Community Engagement
This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as SOCI 375.

POLS 344 | POLITICS OF U.S. CITIZENSHIP AND MIGRATION
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Migration is one of the most important forces in society today –re-shaping cities, suburbs, rural areas, and nations, altering racial dynamics, influencing families, education, culture, labor markets, and politics. Migration debates are linked to disputes over borders (both literal and figurative), what it means to be a citizen, what newcomers should have to do to become one, the equality of opportunity for minorities, the consistency of our logics of race and ethnicity, and the status of the nation in the global community. Some of the topics we will address are: the ethics of immigration and citizenship, the evolution of immigration policy, the assimilation and incorporation of recent migrants, political rhetoric and public opinion on immigration, and the future direction of immigration policy.

POLS 346 | FOOD AND POLITICS
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
This course will consider food systems through the intersecting lenses of politics, sustainability, race/ethnicity, and culture. Using case studies (both real and fictional) from various political, cultural, and historical contexts, we will examine human relationships with food. We will focus in particular on issues such as: the role of food in cultural traditions; the influence of ethnocultural norms on food cultivation, preparation, and consumption; the intersection of food, culture, and environmental sustainability; and the depictions/influence of popular culture and the arts on socio-ecological food systems.

POLS 347 | CULTURE & ENVIRONMENTAL POLITICS
Units: 3 Repeatability: No
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
This course will consider human responses to the natural world, and the role that cultural influences play in shaping political discourses around the environment. Using case studies from across human history, we will examine human relationships with their environment, focusing on issues such as the sacredness of nature; resource use, degradation, and scarcity; disease and other environmental health factors; and how popular culture and the arts depict and influence the socio-ecological nexus.

POLS 348 | INDIGENOUS PEOPLES AND THE ENVIRONMENT
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
From environmental injustices in California, to the construction of mega-dams in the Amazon, to debates over fishing rights in New Zealand, struggles between indigenous groups and forces of development and globalization are on the rise. At the same time, stereotyped popular perceptions about the relationship between native peoples and the environment often further these inequalities. Although a global system of indigenous rights has been created in recent decades, its impact has been limited, and serious concerns about its long-term potential remain. Through case studies, an interactive negotiation simulation, and in-class research presentations, we will explore the interplay between indigenous peoples, natural resources, and human rights through a variety of disciplinary lenses.

POLS 349 | POLITICS AND THE ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
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: 3-4
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 353 | POLITICS AND RELIGION
Units: 3 Repeatability: No
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 355 | POLITICS IN EUROPE
Units: 3-4
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 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 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 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: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 selected regions of the world (e.g. Europe, East Asia, Latin America, Africa, South Asia, and the Middle East). 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: 3-4
Non-Core Attributes: Writing-Pre F17 CORE
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 379 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLICIES
Units: 3 Repeatability: No
This course provides an examination of the theoretical and empirical literature on international boundary dynamics and border policies related to diplomacy, migration, trade, economic development, crime, and terrorism. This course may also consider boundary negotiations over contested interstate borders.

POLS 380 | THEORIES OF INTERNATIONAL POLITICAL ECONOMY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
International Political Economy (IPE) offers an advanced integrative overview of philosophical, historical, political, social, and economic approaches to the global economy. That is, this course builds on theoretical work in the field of IPE by integrating the perspectives of moral philosophers, historians, sociologists, and experts in other fields to explore the connections between IPE and other disciplines. In the process, the course explores concepts in micro-and macro-economics, the development of advanced industrial and lesser developed countries, and the role of international economic institutions, actors, and processes. The course also examines special topics, such as international financial crises, inequality, and aid. Guiding questions include: 1) How do economic constraints shape the choices of individuals, groups, firms, and states? 2) In what ways can / should states shape markets, and vice versa? 3) What can and should be done to redistribute wealth within and across different societies?.

POLS 381 | MIGRATION & IMMIGRATION POLITICS AND POLICY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines trends regarding migration and immigration policy. The course devotes special attention to the United States as the world's leading immigrant receiving country, as well as other major migrant sending and receiving countries. In the process, the course touches on several complex and contentious issues, including citizenship and naturalization, the rights of migrants and refugees, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the inclusion and exclusion of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities.

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: 3-4
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 400 | POLITICAL IDEAS & IDEOLOGIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
For this course, students draw upon multidisciplinary perspectives to explore how political ideas and ideologies shape our understanding of the world in a collaborative seminar tied to a series of public events co-sponsored by Pi Sigma Alpha (the Political Science Honors Society). The course brings together interdisciplinary scholarly research, political engagement, and discourse across ideological perspectives to help students interact substantively with the history of ideas to better understand both their political community and themselves, while learning what it means to be an engaged scholar whose research informs their approach to their political community (and vice versa). This course may be taught by a single instructor or team-taught by multiple instructors.

POLS 430 | FIELD SEMINAR IN CALIFORNIA GOVERNMENT
Units: 1
Non-Core Attributes: Experiential
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: 3,6 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: No
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: 3-4 Repeatability: Yes (Can be repeated for Credit)
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)
Non-Core Attributes: Experiential
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: 3,6 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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 492 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS--STUDY ABROAD
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Social/Behavioral Inquiry area
Non-Core Attributes: International
Special Topics courses--Study Abroad offer an examination of a topical issue affecting the domestic politics of foreign countries or foreign policy and international relations, while taking a course in a study abroad program. This course number may be repeated for credit provided the topics of the courses are different.

POLS 494 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS
Units: 1-4 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
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: POLS 330
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)
Non-Core Attributes: Experiential
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.

POLS 521 | COMPARATIVE LEGAL SYSTEMS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course examines legal systems from a comparative perspective. Students will study how scholars, lawyers, and policy makers construct and manage formal and informal measures to ensure societal compliance with the law, the legal accountability of state actor, and the provision of basic rights and access to justice under the law. In the process, students will learn about key case studies and cross-national comparisons to understand the differences in legal systems employed around the world. Students may repeat the seminar for credit when the specific topic changes.

POLS 523 | INTERNATIONAL LAW ENFORCEMENT
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course examines the methods and approaches used to enforce laws internationally, including the use of international conventions, extradition, mutual legal assistance mechanisms, police and judicial cooperation, and other types of international law enforcement cooperation. Students may repeat the seminar for credit when the specific topic changes.

POLS 527 | INTERNATIONAL LAW AND POLITICS
Units: 1-3 Repeatability: No
This topics survey course provides an overview of the politics, theory, and practice of international law, including building of international legal frameworks; the negotiation, ratification, and enforcement of treaties; the role and functioning of multinational legal institutions (such as the International Court of Justice, the International Criminal Court, International Criminal Tribunals, United Nations Rapporteurs, etc.); the domestic options available in the adjudication of international legal controversies; and comparative legal systems. Relevant topics include the development of legal regimes and strategies for dealing with human rights, corruption, war crimes, crimes against humanity, terrorism, drug trafficking, and similar issues. Students may repeat the seminar for credit when the specific topic changes.

POLS 528 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLITICS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course provides an examination of international political boundaries, border politics, and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course considers comparative border dynamics of various regions, such as U.S.-Mexico, U.S.-Canada, China-Russia, India-Pakistan, Spain-Morocco, and the European Union.

POLS 529 | LAW OF THE SEA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law-of-the-Sea negotiations from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries.

POLS 530 | RESEARCH DESIGN & ANALYSIS
Units: 3 Repeatability: No
This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Through hands-on experience, students learn to develop theories and to test them using basic research designs and uni- and multivariate analyses. In the end, students should be able to conduct and to critically evaluate basic research in the field.

POLS 535 | RESEARCH DESIGN
Units: 1.5
This course is a brief introduction to the principles of research design and analysis in the field of political science and international relations. The course discusses the nature of the scholarly community, the development of middle range theories and hypotheses, conceptualizing and operationalizing variables, and testing hypotheses.

POLS 536 | RESEARCH SKILLS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course enables students to develop understanding and skills in utilizing specialized research methods and tools such as bibliographic research, data gathering, data visualization, qualitative field methods, statistical analysis, and other advanced research methods. Students may repeat the seminar for credit when the specific topic changes. Lectures may be augmented by computer lab time.

POLS 550 | POLITICS & POLICIES AROUND THE WORLD: FOUNDATIONS OF COMPARATIVE POLITICS
Units: 3 Repeatability: No
This course offers in an in-depth look at the policies and politics of countries around the world. The purpose of the course is to examine 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. This course is a degree requirement.

POLS 555 | POLITICS IN EUROPE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course surveys the political cultures, institutions, and parties of the United Kingdom, France, and Germany. Foreign and defense policies, including those relating to European integration, will receive special attention.

POLS 556 | POLITICS OF AFRICA
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course provides an in-depth analysis of political development in Africa. It is designed to introduce students to the challenges African states have faced during the pre-colonial, colonial, and post-colonial eras. Particular emphasis is placed on how different countries have sought to develop strong institutions, democratic processes, and national integration in the context of scarce resources and civil conflict. Students may repeat the seminar for credit when the specific topic changes.

POLS 557 | POLITICS IN LATIN AMERICA
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course uses a variety of theories to examine the dynamics of political and economic change in Latin America. Particular emphasis is placed on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

POLS 559 | POLITICS IN THE MIDDLE EAST
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course explores political developments in the Middle East with particular attention to the contemporary era.

POLS 561 | POLITICS IN SOUTH AFRICA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the major issues and challenges that face South Africa. The goal of the course is to introduce students to contemporary South African politics and to place the current political challenges into the broader historical context.

POLS 565 | POLITICS IN RUSSIA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course offers an examination of the political institutions and forces of change in Russia and the Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

POLS 566 | POLITICS IN MEXICO
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the trajectory of political development in Mexico from the twentieth century to the present. We will examine the Mexican revolution, the origins of the dominant party system, the transition to democracy and current prospects for democratic and economic stability.

POLS 568 | POLITICS IN CHINA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course offers an examination of politics and selected policy issues in contemporary China including political institutions, the policy-making process, and citizen political behavior. Special attention is given to prospects for political reform in China.

POLS 570 | GLOBAL CONFLICT & COOPERATION: FOUNDATIONS OF INTERNATIONAL RELATIONS
Units: 3 Repeatability: No
This core course provides students with a foundation in the main theories of international relations. In Global Conflict and Cooperation, we tackle some of the most consequential questions in the world: Why do countries go to war? How will countries cooperate to solve problems like global warming? How does global capitalism affect politics? How is foreign policy made? To find answers, we read influential texts, analyze competing ideas, and apply them to case studies. The course also gives students space to explore their own research interests and build a theory framework for their projects. This course is a degree requirement.

POLS 571 | UNITED STATES FOREIGN POLICY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This class offers an examination of the challenges and opportunities facing U.S. foreign policy in the 21st century, the institutional context of foreign policy decision-making, and the application of theories of international politics and foreign policy to the empirical analysis of contemporary American U.S. policy.

POLS 572 | RUSSIAN FOREIGN POLICY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course explores foreign policy in the U.S.S.R. and its successor states focusing on competing institutions within the foreign policy establishments, changing security preoccupations, and the difficulties of realigning regional and global relationships in a structurally changed international system.

POLS 573 | CHINESE FOREIGN POLICY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course offers an analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

POLS 574 | U.S.-LATIN AMERICA RELATIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course provides an analysis of historical and contemporary relations between the U.S. and Latin America. Policy issues examined include trade, immigration, drug trafficking, military intervention, and relations with Cuba.

POLS 575 | U.S.-MIDDLE EAST RELATIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the influences and interests that shape U.S. relations toward the Middle East. Rooted in the study of international relations and foreign policy decision-making, the course critically examines the past, present, and future of relations between the United States and a contested and dynamic region. Students may repeat the seminar for credit when the specific topic changes.

POLS 576 | U.S. NATIONAL SECURITY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
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 577 | REGIONAL SECURITY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines security dynamics in important regions of the world, such as West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. The course addresses issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others. Students may repeat the seminar for credit when the specific topic changes.

POLS 578 | TRANSNATIONAL CRIME AND TERRORISM
Units: 3 Repeatability: Yes (Can be repeated for Credit)
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 580 | INTERNATIONAL POLITICAL ECONOMY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

POLS 581 | POLITICS OF DEVELOPMENT
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the challenge of development, and the domestic and international institutions and policies that seek to promote development around the world. A course subtitle may be modified to reflect a focus on a particular country (e.g., The Politics of Development: South Africa). Students may repeat the seminar for credit when the specific topic changes.

POLS 582 | INTERNATIONAL HUMAN RIGHTS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course considers theoretical foundations, historical development, and applications of human rights in differing parts of the world. The seminar will focus on contending approaches to human rights.

POLS 583 | INTERNATIONAL ORGANIZATIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course offers an examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities.

POLS 584 | INTERNATIONAL ENVIRONMENTAL GOVERNANCE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course examines the policy decisions that determine human responses to environmental challenges. The course explores three foundational topics: environmental ideologies, the global commons, and natural resources valuation. Students apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

POLS 585 | INTERNATIONAL DIPLOMACY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This topics course examines the theory and use of diplomacy in international relations and world politics. Students will learn about different diplomatic approaches, forums, techniques, and tools used by states, international governmental organizations, non-governmental organizations, and other entities working internationally. Students may repeat the seminar for credit when the specific topic changes. Students may repeat the seminar for credit when the specific topic changes.

POLS 586 | POLITICS OF INTELLIGENCE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course is designed to provide students with an understanding of the history and institutional structure of the US intelligence community, the intelligence production cycle, how intelligence contributes to policymakers, how intelligence agencies are managed and controlled, the ethical debate about intelligence activities, current intelligence issues facing US policy makers, and counterintelligence concerns.

POLS 589 | POLITICS OF DISASTER AND CRISIS MANAGEMENT
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This topics course examines the problem of natural disasters, crises, and catastrophic events, and the political and policy responses to these phenomena. Students will learn about different types of hazards, such as earthquakes, tornadoes, fires, nuclear disasters, and famines. Students will also learn about the political, economic, and societal factors that contribute to human vulnerability to hazards, such as poverty, corruption, a lack of preparedness, and other issues of governance. Students will also learn about the strategies and practices employed to mitigate hazards and their effects, as well as the ethical dilemmas and moral hazards involved in disaster relief efforts. Finally, and most important, students will have the opportunity to consider the human toll and other implications of catastrophic events. Students may repeat the seminar for credit when the specific topic changes.

POLS 591 | MIGRATION AND IMMIGRATION POLITICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This topics course examines theories, trends, and policies related to migration and immigration. The course reviews historical and contemporary global migration trends, as well as the specific contexts, aspects, and drivers of migration and immigration policy. In the process, students will learn about differing views in different nations about complex and contentious issues related to the politics of migration and immigration, including citizenship and naturalization, the rights of migrants and immigrants, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the “assimilation” or integration of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities. Students may repeat the seminar for credit when the specific topic changes.

POLS 593 | INTERNATIONAL RELATIONS INTERNATIONAL TRAVEL COURSE
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
International travel courses come in different formats and schedules, including seminars, field studies, lectures, simulations, and short travel courses. By traveling to sites of relevance to the course topic, students have the opportunity to meet with policy makers and practitioners, visit locations of interest, and gather information in the field. 593 courses can be repeated for credit provided the topics are substantially different.

POLS 594 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

POLS 595 | MAIR CAPSTONE SEMINAR
Units: 3 Repeatability: No
Prerequisites: POLS 550 with a minimum grade of C- and POLS 570 with a minimum grade of C-
The Master of Arts in International Relations (MAIR) program at the University of San Diego hosts a capstone seminar for its graduating students to prepare and present a major research project. This capstone seminar is designed to allow students to integrate the knowledge obtained from their course of study in the program and apply that knowledge to the analysis of contemporary issues in international relations. Research topics are determined by the students in consultation with the capstone instructor and other faculty members who serve as external advisors on the student’s project. Students present their work at a formal symposium that is open to the public. The final paper and presentation produced for this seminar allow students to fulfill the main learning objectives of the MAIR program, and help to orient them towards a career in international affairs. Students must have completed at least 24 units prior to enrollment in the MAIR Capstone Seminar.

POLS 596 | SHORT COURSE IN IR: SPECIAL TOPICS
Units: 0.5-1.5 Repeatability: Yes (Can be repeated for Credit)
Short courses come in different formats and schedules, including academic seminars, professional workshops, and short travel courses. They allow the department to offer courses on topics and/or on schedules that would not be suitable for three units and they give students greater options and more flexibility in load management and scheduling. 596 courses can be repeated for credit provided the topics are different.

POLS 598 | INTERNSHIP IN INTERNATIONAL RELATIONS
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Students can receive credit for internships with the government, nongovernment agencies, corporations, and other suitable entities involved in international relations. Students are required to have a writing component in the internship. Students must have completed at least 15 units in the program and have an overall GPA of 3.33 to request an internship for credit. Internships for credit must be approved by the graduate director.

POLS 599 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Directed research can be conducted under the supervision of one of the permanent graduate faculty members in the Department. Students must have completed 15 units in the program and have an overall GPA of 3.5. Project proposals must be approved by a faculty sponsor and the graduate director.

Psychological Sciences

Chair

Anne Koenig, PhD

Faculty

Steven Berkley, PhD

Rachel E. Blaser, PhD

Veronica V. Galván, PhD

Laura Getz, PhD

Nadav Goldschmied, PhD

Jena Hales, PhD

Michael Ichiyama, PhD

Patricia Kowalski, PhD

Kristen McCabe, PhD

Adriana Molitor-Siegl, PhD

Sandra Sgoutas-Emch, PhD

Jennifer Wenzel, PhD

James M. Weyant, PhD

Jennifer Zwolinski, PhD

The Department of Psychological Sciences offers a major and minor in Psychology and a major in Behavioral Neuroscience.

Due to the number of shared courses between the Behavioral Neuroscience major and the Biology and Psychology majors, students with a Behavioral Neuroscience major are not eligible to 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, clinical/counseling psychology, law and criminal justice, primary and secondary education, healthcare, 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, physics, 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.

Behavioral Neuroscience

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.

The Behavioral Neuroscience Major

Preparation for the Major

Code	Title	Units
PSYC 101	Introductory Psychology	3
PSYC 260	Statistics	3
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution 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
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4
MATH 150	Calculus I	3-4
or MATH 130	Survey of Calculus	
Total Units		**33-34**

Major Requirements

A minimum of 31 units of upper-division coursework is required and must be distributed as follows:

Code	Title	Units
Research Methods		**3**
PSYC 300	Research Methods in Psychological Sciences	
Biological Psychology		**3**
PSYC 342	Biological Psychology	
Neurobiology		**3**
NEUR 305	Neurobiology	
Behavioral Neuroscience		**3**
NEUR 310	Behavioral Neuroscience	
Capstone		**4**
NEUR 470	Advanced Research Methods Behavioral Neuroscience Capstone	
Genetics		**3**
BIOL 300	Genetics	
Cognition		**3**

Select one of the following:		
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 339	Human Memory	
Evolution		**3**
Select one of the following: [1]		
PSYC 344	Animal Behavior: Comparative Psychology and Ethology	
PSYC 346	Evolutionary Psychology	
PSYC 347	Behavior Genetics	
BIOL 310	Evolution	
BIOL 346	Vertebrate Natural History	
EOSC 438	Animal Behavioral Ecology with Lab	
EOSC 439	Animal Behavioral Ecology	
Electives		**6**
Select 6 credits from the above courses, if not already used to fulfill requirements, or from the following list. Elective units must come from different disciplines (course subject codes), with no more than 4 units from one discipline, and at least 2 units must be outside of NEUR or PSYC. [1]		
ANTH 310	Human Evolution	
ANTH 311	Monkey Business: Behavior and Ecology of Primates	
BIOL 320	Comparative Anatomy of Vertebrates	
BIOL/CHEM 330	Techniques in Molecular Biology	
BIOL 376	Animal Development	
BIOL 478	Vertebrate Physiology	
BIOL 480	Cell Physiology	
BIOL 482	Molecular Biology	
BIOL 484	Immunology	
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	
CHEM 331	Biochemistry	
CHEM 427	Biophysical Chemistry	
CHEM 435	Biochemistry Laboratory	
NEUR 372	Clinical Neuroscience	
NEUR 411	Behavioral Neuroscience of Sleep	
NEUR 475	Research Methods in Conditioning and Learning	
NEUR 494	Special Topics in Behavioral Neuroscience	
NEUR 496	Research Experience	
NEUR 499	Independent Study	
PHIL 331	Biomedical Ethics	
PHIL 413	Philosophy of Mind	
PHIL 415	Philosophy of Natural Science	
PHYS 340	Biological Physics	
PSYC 305	Advanced Statistics	
PSYC 350	Sensation and Perception	
PSYC 355	Abnormal Psychology	
PSYC 357	Health Psychology	
PSYC 360	Psychology of Stress	
PSYC 378	Explorations in Human Sexuality	
PSYC 380	Psychology of Music	
PSYC 470	Advanced Research Methods Animal Behavior Capstone	
PSYC 475	Advanced Research Methods Conditioning and Learning Capstone	
Senior Neuroscience Assessment		
NEUR 492	Major Field Test [2]	
Total Units		**31**

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.

1 Note: Some of these courses have additional prerequisites.

2 As part of the department's assessment program, each graduating senior is required to take a major field test in behavioral neuroscience and senior exit survey (NEUR 492). A student who fails to do so may be restricted from graduating.

Freshman Year

Semester I		**Units**
PSYC 101	Introductory Psychology	3
CHEM 151 & 151L	General Chemistry I	4
MATH 150 or 130	Calculus I Survey of Calculus	3-4
CC		3-6
Semester II		
PSYC 260	Statistics	3
BIOL 240 & 240L	Bioenergetics and Systems	4
CHEM 152 & 152L	General Chemistry II	4
CC		3-6

Sophomore Year

Semester I		
PSYC 300	Research Methods in Psychological Sciences	3
BIOL 242 & 242L	Genomes and Evolution	4
PHYS 136 & 136L	General Physics I	4
CC		6
Semester II		
PSYC 342	Biological Psychology	3
PHYS 137 & 137L	General Physics II	4
CC		9

Junior Year

Semester I		
NEUR 305	Neurobiology	3
BIOL 300	Genetics	3
CC or electives		9
Semester II		
NEUR 310	Behavioral Neuroscience	3
Upper-Division BN Major Requirement		6
CC or electives		6

Senior Year

Semester I

NEUR 470	Advanced Research Methods Behavioral Neuroscience Capstone	4
Upper-Division BN Major Requirement		3
CC or electives		9

Semester II

NEUR 492	Major Field Test	0
Upper-Division BN Major Requirement		3
CC or electives		12

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. A minimum grade of C- and a GPA of 2.0 in 28 graded units of upper division course work used to complete the requirements for the major 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 neuroscience. Elective units must come from different disciplines (course subject codes), with no more than 4 units from one discipline, and at least 2 units must be outside of NEUR or PSYC. A maximum of 4 units from NEUR 496 (and other experiential units) can be applied toward the units required to complete the major.

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.

NEUR 305 | CELLULAR AND MOLECULAR NEUROSCIENCE
Units: 3 Repeatability: No
Prerequisites: PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
This course will discuss fundamental concepts in neuroscience, including the structure and function of the nervous system in humans and animals, brain cell biology, the biophysics of membrane potential, action potential generation and propagation, cell signaling, neurotransmitter systems, and neural circuits.

NEUR 310 | BEHAVIORAL NEUROSCIENCE
Units: 3 Repeatability: No
Prerequisites: NEUR 305 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
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 372 | CLINICAL NEUROSCIENCE
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 342
The goal of this course is to extend our understanding of the nervous system to the examination of the biological dimensions of neurological diseases and disorders. Students will have the opportunity to apply basic knowledge about the nervous system in order to make sense of actual clinical case studies. Topics will explore normal and abnormal functioning of the nervous system related to sensory and motor systems, language, vision, physiology, hormones and circadian rhythms, development, and neurodegeneration.

NEUR 411 | BEHAVIORAL NEUROSCIENCE OF SLEEP
Units: 3 Repeatability: No
Prerequisites: PSYC 342
We spend about a third of our lives asleep, but know little about sleep in comparison to other vital behaviors. Even though many questions remain, a fair amount of detail has been discovered through research and medical cases. In this class, we'll learn about the different stages of sleep and their accompanying characteristics, the brain areas and neural chemicals involved, control processes, sleep disorders, as well as the functions of sleeping and dreaming.

NEUR 470 | ADVANCED RESEARCH METHODS BEHAVIORAL NEUROSCIENCE CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 342 and NEUR 310 (Can be taken Concurrently)
In the capstone course, senior Behavioral Neuroscience majors will integrate what they have learned in their previous classes. In this particular class, we will take a more hands-on approach by conducting neuroanatomy, behavioral and neurophysiology experiments. In addition to these experimental modules we will explore behavioral neuroscience by reading and critiquing empirical literature and the methodology used to investigate issues in behavioral neuroscience. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading of the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

NEUR 475 | RESEARCH METHODS IN CONDITIONING AND LEARNING
Units: 3 Repeatability: No
Prerequisites: PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 332
NEUR 475 will provide the opportunity for psychology and behavioral neuroscience majors to gain hands-on experience with laboratory techniques in learning. In this 3-unit course, students will study the empirical literature and methodology used to investigate issues in learning in a seminar-style setting. Additionally, students will have the opportunity to practice the research methods and statistical concepts through a series of laboratory modules in classical conditioning, operant conditioning, and spatial navigation using human and nonhuman animal subjects. Students enrolled in NEUR 475 and PSYC 475 will meet together for reading, discussion, and laboratory activities. NEUR 475 will NOT include the major research project or oral presentation, and students will not earn the core attributes of advanced writing. The option of NEUR 475 is provided for students who would like to gain experience with research methodology in human and non-human animal learning, but who plan to complete their core requirements elsewhere. Students may not receive credit for taking both NEUR 475 and PSYC 475.

NEUR 492 | MAJOR FIELD TEST
Units: 0 Repeatability: No
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.

NEUR 494 | SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: PSYC 342 with a minimum grade of D+
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. Junior standing; additional prerequisites vary with topic and/or instructor.

NEUR 496 | RESEARCH EXPERIENCE
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

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.

Preparation for the Major

Code	Title	Units
Required Courses		
PSYC 101	Introductory Psychology	3
PSYC 260	Statistics	3
Total Units		**6**

MATH 130 is strongly recommended.

Major Requirements

A minimum of 31 units of upper division coursework in psychology is required and must be distributed as follows:

Code	Title	Units
Research Methods		**3**
PSYC 300	Research Methods in Psychological Sciences	
Biological		**3**
PSYC 342	Biological Psychology	
Clinical		**3**
Select one of the following:		
PSYC 354	Behavior Disorders of Childhood	
PSYC 355	Abnormal Psychology	
PSYC 356	Psychological Assessment	
PSYC 357	Health Psychology	
PSYC 359	Health Psychology of Women and Ethnic Groups	
PSYC 466	Methods of Evidence-Based Psychotherapy	
Cognitive		**3**
Select one of the following:		
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 339	Human Memory	
Developmental		**3**
Select one of the following:		
PSYC 314	Developmental Psychology: Childhood and Adolescence	
PSYC 316	Developmental Psychology: Adulthood and Aging	
PSYC 318	Child Development Across Cultures	
Social		**3**
PSYC 322	Social Psychology	
Capstone		**4**
Select one Capstone course from the following:		
PSYC 470	Advanced Research Methods Animal Behavior Capstone	
PSYC 471	Advanced Research Methods Clinical Psychology Capstone	
PSYC 472	Advanced Research Methods Cognitive Psychology Capstone	
PSYC 473	Advanced Research Methods Developmental Psychology Capstone	
PSYC 474	Advanced Research Methods Health Psychology Capstone	
PSYC 475	Advanced Research Methods Conditioning and Learning Capstone	
PSYC 476	Advanced Research Methods Social Psychology Capstone	
PSYC 479	Advanced Research Methods Capstone	
Electives		**9**
Upper-Division Electives (9 units) selected from any course listed above, if not used to fulfill a requirement, or from the courses below.		
Any upper-division PSYC course		
Any upper-division NEUR course		
MFTS 365	Current Approaches to Peer Assistance	
EOSC 438	Animal Behavioral Ecology with Lab	
EOSC 439	Animal Behavioral Ecology	
Senior Psychology Assessment		
PSYC 492	Major Field Test in Psychology [1]	
Total Units		**31**

[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.

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

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 FYW 150 in the second semester of the freshman year equally as well as in the first semester.

Freshman Year

Semester I		**Units**
PSYC 101	Introductory Psychology	3
FYW 150	First Year Writing	3
MATH 115	College Algebra	3
CC		6
Semester II		
PSYC 260	Statistics	3
CC		12

Sophomore Year

Semester I		
PSYC 300	Research Methods in Psychological Sciences	3
CC		12
Semester II		
Upper-Division PSYC		3
CC or electives		12

Junior Year

Semester I	
Upper-Division PSYC	6
CC or electives	9
Semester II	
Upper-Division PSYC	6
CC or electives	9

Senior Year

Semester I	
Upper-Division PSYC	3
Psychology Capstone Course	4
CC or electives	9
Semester II	
Upper-Division PSYC	6
CC or electives	9

A minimum grade of C– in 28 units of upper division course work in psychology used to complete the requirements for the 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. Students can take a maximum of 4 upper division pass/fail units towards the Psychology major (e.g., PSYC 490, 491, 496, 498), 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 taking 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 Psychology Minor

Code	Title	Units
PSYC 101	Introductory Psychology	3
PSYC 300	Research Methods in Psychological Sciences	3

In addition to PSYC 101 and PSYC 300, select 12 units of additional PSYC or NEUR courses, including at least 9 upper-division units.

PSYC 260 is a prerequisite for PSYC 300 and can be used to satisfy units in the minor. BIOL 301, COMM 265, ECON 216, ECON 217, EOSC 222, ISYE 330, MATH 120, POLS 330, and SOCI 201 are alternative prerequisites for PSYC 300, so students who take one of these statistics-related courses for their major or another minor do not need to take PSYC 260 to minor in psychology.

Students with a Behavioral Neuroscience major are not eligible to minor in Psychology.

PSYC 101 | INTRODUCTORY PSYCHOLOGY
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology, biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. (every semester).

PSYC 230 | RESEARCH METHODS IN PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
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 Repeatability: No
Core Attributes: Quantitative reasoning comp
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: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
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 300 | RESEARCH METHODS IN PSYCHOLOGICAL SCIENCES
Units: 3 Repeatability: No
Prerequisites: PSYC 101 and (PSYC 260 or BIOL 301 or COMM 265 or ECON 216 or ECON 217 or EOSC 222 or ISYE 330 or MATH 120 or POLS 330 or SOCI 201)
The principles and methods of psychological research through lecture, discussion, and participation in research projects. This course will cover multiple research designs including both experimental and nonexperimental approaches and how to evaluate studies and their conclusions. Students will write a scientific research paper. The course is open to sophomore students. Students may not earn credit for both PSYC 300 and PSYC 230.

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 Repeatability: No
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 Repeatability: No
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 Repeatability: No
Prerequisites: PSYC 101
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. It also 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.

PSYC 322 | SOCIAL PSYCHOLOGY
Units: 3 Repeatability: No
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 324 | CROSS-CULTURAL PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: PSYC 101 and (PSYC 230 or PSYC 300)
An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as cognition, personality, emotion, development, the self, motivation, and health. As part of studying these cultural differences, you will also reflect and analyze how your own cultural background influences your perceptions of the world.

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
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: PSYC 101
This course involves an overview of psychological research and theory concerning sex differences, the causes of sex differences, and the influence of gender stereotypes. We will place an emphasis on topics such as sexism, interpersonal relationships, aggression, and health, focusing on how gender dynamics influence power, sustain privilege, and create restrictive social norms for both men and women. Further, the discussion of how gender norms and stereotypes differ across contexts and within and between diverse racial groups and social classes will also demonstrate how an intersectional lens is important to understanding the complexities of gender.

PSYC 332 | LEARNING AND BEHAVIOR
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 339 | HUMAN MEMORY
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
This course will explore different types of memories, and their real-world application. It will emphasize research studies, and will also discuss other memory topics such as enhancement techniques, eyewitness memory, and memory and brain damage.

PSYC 342 | BIOLOGICAL PSYCHOLOGY
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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. Students may not receive credit for taking both PSYC 344 and BIOL 438, BIOL 439, EOSC 438, or EOSC 439.

PSYC 346 | EVOLUTIONARY PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
Prerequisites: PSYC 101 or COGS 101
The goal of this course is to examine and evaluate the evolutionary perspective as it relates to the study of behavior and mental processes. Interdisciplinary evidence will be explored to evaluate the presence of evolved psychological adaptations that characterize human nature. Applications of the evolutionary perspective will be explored in the context of many subfields within psychology, such as learning, memory, cognitive processing, development, personality, social behavior, disorders and more.

PSYC 347 | BEHAVIOR GENETICS
Units: 3 Repeatability: No
Prerequisites: (BIOL 242 and PSYC 101 and PSYC 230) or (BIOL 242 and PSYC 101 and PSYC 300) or (COGS 101 and BIOL 242)
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.

PSYC 350 | SENSATION AND PERCEPTION
Units: 3 Repeatability: No
Prerequisites: PSYC 101 or (BIOL 240 and BIOL 240L) or COGS 101
This course provides an introduction to the scientific study of sensation and perception. Levels of analysis range from the movement of ions through channels in sensory neurons, to emotional responses to music and philosophical questions about the nature of conscious experience. Sensation and perception are not passive processes of absorbing information from the environment, but require active filtration, selection, and integration of physical stimuli and neural signals. In this course we will study the major human sensory systems using methods from a variety of empirical, theoretical, and applied perspectives including psychology, neuroscience, physics, philosophy, music, visual arts, marketing, and more.

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 Repeatability: No
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 Repeatability: No
Prerequisites: PSYC 101 and PSYC 260 and (PSYC 230 or PSYC 300)
Principles of psychological testing, selection, evaluation, and interpretation of test results.

PSYC 357 | HEALTH PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 101
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 359 | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 360 | PSYCHOLOGY OF STRESS
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 101
Health psychology is a science that attempts to find out what makes people sick and the impact one's behavior, biology and environment can have on your well-being and health. One key factor identified to be related to one's quality of life and wellness is stress. Let's face it; we all have been under stress at one point and time. Stress is often unavoidable and can be very damaging. However, very few people are aware of the impact stress has on their well-being and even less know how to do anything about it. This course is designed to provide you with an academic study of stress but most importantly, begin your development of life-long skills needed to enhance well-being.

PSYC 362 | BLACK FAMILIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: PSYC 101
This course presents students with empirical research, theories, and cultural paradigms for understanding the psychosocial realities of Black families in the U.S. across developmental contexts. Students will also develop and expand their racial literacy by exploring language and ideology that has constructed knowledge about Black families.

PSYC 364 | SPORT PSYCHOLOGY
Units: 3 Repeatability: No
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 OF PSYCHOLOGICAL SCIENCE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PSYC 101
This course explores the roots of modern psychological thought and methodology. It traces these roots from their origins in philosophy and the natural sciences through early developments in the field of psychology and on into its current form as a hub science. Taking a contextual approach to the history of psychology, the course explores how cultural and political forces shaped the science. Special attention is given to the recurring controversial issues that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. Important goals of the course are to introduce students to sources of historical material in psychology and to involve students in research projects using those materials.

PSYC 374 | PSYCHOLOGY AND THE LAW
Units: 3 Repeatability: No
Research dealing with psychological factors in the legal system will be surveyed. Particular emphasis will be placed on applying psychological theory and methods to the criminal justice system in an attempt to understand the behavior of its participants.

PSYC 377 | THEORIES OF PERSONALITY
Units: 3 Repeatability: No
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 378 | EXPLORATIONS IN HUMAN SEXUALITY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2
Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

PSYC 380 | PSYCHOLOGY OF MUSIC
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PSYC 101 or COGS 101
Music is a uniquely human skill that has evolved in response to the design of our perceptual and cognitive systems to allow us to communicate about our emotional experiences and to interact with others around us. Accordingly, in this course we will explore the psychological principles that shape our musical experience, focusing on the core areas of the music perception and development, music and emotion, and the social psychology of music. Throughout the semester, students will gain an appreciation for the interdisciplinary nature of music psychology research and learn to evaluate and think critically about psychological research in general. The overarching goal of this course is to provide students with theoretical, methodological, and content knowledge regarding the fascinating intersection between music and psychology.

PSYC 414 | SOCIAL-EMOTIONAL DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: PSYC 314 or PSYC 316 or PSYC 318
This course focuses on the primary social relationships and experiences that humans have as they develop, including normative features of key social interactions and relationships, variability among individuals, and potential problems within these exchanges. It also addresses the impact of these social-emotional experiences on personality and socio-cognitive development as well as on concurrent or subsequent social relationships.

PSYC 460 | SENIOR SEMINAR IN PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: PSYC 300 with a minimum grade of C- and (FYW 150 or CORE 2CFYW)
Senior Seminar courses provide an in-depth examination of a particular topical area in psychology, using classic and current empirical articles and theoretical reviews. The classes are run in a seminar-style, with student-led discussions of readings. Students will select a topic for a literature review and locate, analyze, and interpret the most important literature related to that topic by summarizing current knowledge of the area, critiquing past research, integrating conflicting findings, and applying the knowledge to real world settings. Although course topics and assignments vary, all seminars satisfy Advanced Writing in the core curriculum through an extensive literature review 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 470 | ADVANCED RESEARCH METHODS ANIMAL BEHAVIOR CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 or PSYC 300 with a minimum grade of C-) and PSYC 260 (Can be taken Concurrently)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in animal behavior. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an observational study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 471 | ADVANCED RESEARCH METHODS CLINICAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 (Can be taken Concurrently) and (PSYC 354 (Can be taken Concurrently) or PSYC 355 (Can be taken Concurrently))
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in clinical psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 472 | ADVANCED RESEARCH METHODS COGNITIVE PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 336
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in cognitive psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 473 | ADVANCED RESEARCH METHODS DEVELOPMENTAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and (PSYC 314 or PSYC 316 or PSYC 318)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in developmental psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 474 | ADVANCED RESEARCH METHODS HEALTH PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and (PSYC 357 or PSYC 359 or PSYC 360)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in health psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 475 | ADVANCED RESEARCH METHODS CONDITIONING AND LEARNING CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 332 (Can be taken Concurrently)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in learning. The course will involve the discussion and application of research methods and statistics concepts through course content, a series of experimental modules in learning, and the completion of a research proposal (extensive reading in the empirical literature, designing an experimental study, and predicting results); writing and revising a scientific research paper; and orally communicating the proposal in a presentation. Students enrolled in NEUR 475 and PSYC 475 will work together on reading, discussion, and laboratory activities. PSYC 475 will complete the major research project and students will earn the core attribute of advanced writing. Students may not receive credit for taking both PSYC 475 and NEUR 475.

PSYC 476 | ADVANCED RESEARCH METHODS SOCIAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 322
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in social psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 479 | ADVANCED RESEARCH METHODS CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in a particular area of psychology, with rotating topics. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation. Additional prerequisites may apply depending on the course topic.

PSYC 490 | PRE-HEALTH INTERNSHIP
Units: 1 Repeatability: No
Non-Core Attributes: Experiential
Prerequisites: PSYC 101
This is a 1-unit pass-fail only course involving fieldwork under the joint supervision of your instructor and the trauma surgery medical staff at Scripps Hospital (currently under the direction of Dr. Michael Sise). For eligibility, students must be participants in the USD Pre-Health Program under the direction of Cassandra Gomez.

PSYC 491 | TEACHING ASSISTANT EXPERIENCE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Students will gain experience in serving as a teaching assistant for a PSYC or NEUR course, helping students enrolled in a course by holding office hours and exam review sessions. 1 unit. P/F only. Repeatable. By invitation. Requires consent of the instructor.

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: 0.5-4 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)
Non-Core Attributes: Experiential
Experience in serving as a researcher in a project conducted by a faculty member. By invitation. P/F only. Requires the consent of the instructor.

PSYC 498 | INTERNSHIP IN PSYCHOLOGY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: PSYC 101
This is a pass-fail only course involving fieldwork under the joint supervision of your instructor and agency personnel. Junior standing is required unless the instructor grants approval. Students cannot be on academic probation and must obtain instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, individual and/or small group supervision meetings, internship reflection paper, agency performance evaluations, and participation in an internship fair.

PSYC 499 | INDEPENDENT STUDY
Units: 1-3 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.

Secondary Education Certificate

Program Director

Margaret Daley, PhD, Chemistry and Biochemistry

Advisory Council

Adam Boocher, PhD, Mathematics

Emily Cilli-Turner, PhD, Mathematics

Tammy Dwyer, PhD, Chemistry and Biochemistry

Maura Giles-Watson, PhD, English

Bobbi Hansen, EdD, Learning and Teaching (SOLES)

Heather Herrera, PhD, School of Leadership and Education Sciences

Jeffrey Malecki, DMA, Music

Pauline Berryman Powell, MA, College of Arts and Sciences

Interested in Teaching?

Students interested in earning a Single Subject Teaching Credential for teaching at the middle or high school level may elect the Certificate in Secondary Education. This certificate includes the courses required for a teaching credential, which provide foundational learning experiences for prospective teachers and give students the opportunity to apply their knowledge and skills in a classroom environment. The certificate will also assist students and their advisors by clarifying and tracking the required coursework. Interested students should contact the Liberal Studies Program Director for information.

To earn the Certificate in Secondary Education, students complete the following coursework:

Code	Title	Units
Foundational/Pre-requisite Courses		
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
Methods Courses [1]		
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 305P	Secondary Methods II: Social Science	3
or EDTE 306P	Secondary Methods II: Science	
or EDTE 307P	Secondary Methods II: Mathematics	
or EDTE 308P	Secondary Methods II: English	
or EDTE 309P	Secondary Methods II: World Language	
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3

EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
Total Units		**30**

[1] Each Methods course has a field placement requirement of 20 hours/semester.

Working toward and completing the certificate coursework does not confer a teaching credential. In order to earn the preliminary teaching credential accredited by the state of California, additional requirements must be met including, but not limited to, the Basic Skills requirement, the Subject Matter proficiency requirement, and successful completion of student teaching.

Sociology

Chair

Julia Miller Cantzler, JD, PhD

Faculty

Adina Batnitzky, PhD

Cid Martinez, PhD

Lisa Nunn, PhD

Angela Nurse, PhD

S. Greg Prieto, PhD

Thomas E. Reifer, PhD

Odilka Santiago, PhD

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.

The Sociology Major

Major Requirements

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:

Code	Title	Units
Lower-Division Preparation for the Major		
SOCI 101	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 210	Social Justice	
SOCI 240	Crime and Inequality	
Upper-Division		
SOCI 301	Sociological Theories	3
SOCI 303	Race and Ethnic Relations	3
18 additional Upper Division SOCI units, at least 12 units of which must be selected from a single area concentration: Social Justice or Law, Crime, Justice [2]		18
Total Units		**39**

[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 Program of Study, Sociology

Freshman Year		Units
SOCI 101	Introduction to Sociology	3
Sophomore Year		
SOCI 201	Quantitative Methods	3
SOCI 202	Qualitative Methods	3
SOCI 210 or 240	Social Justice Crime and Inequality	3
SOCI 270	Law and Social Justice	3
Junior Year		
SOCI 301	Sociological Theories (required)	3
SOCI 303	Race and Ethnic Relations (required)	3
Three Upper-Division Electives		9
One-Semester Study Abroad (optional)		
Senior Year		
Three Upper-Division Electives		9
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

Code	Title	Units
SOCI 310	U.S. Society	3
SOCI 311	Sociology of Families	3
SOCI 312	Gendered Lives	3
SOCI 313	Sexualities	3-4
SOCI 314	Sociology of Education	3
SOCI 315	Health and Society	3
SOCI 316	Social Psychology: Sociological Perspectives	3
SOCI 410	Social Change: Global Perspectives	3
SOCI 411	Work and Labor	3
SOCI 412	Community, Consensus, and Commitment	3
SOCI 413	Fashion System(s)	3
SOCI 470	Sexuality and Borders	3
SOCI 473	Sustainability: Sociological Perspectives	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

Code	Title	Units
SOCI 340	Urban Sociology	3
SOCI 341	Criminology	3
SOCI 342	Juvenile Justice	3
SOCI 343	Corrections	3
SOCI 344	Social Deviance	3
SOCI 345		3
SOCI 346	Rights, Justice, Law and Social Change	3
SOCI 440	Race and the Criminal Justice System	3
SOCI 441	Drugs & U.S. Society	3
SOCI 442	Sociology of Guns	3
SOCI 470	Sexuality and Borders	3
SOCI 472	Criminalizing Immigration	3
SOCI 494	Special Topics in Contemporary Sociology	3

Additional Electives for either concentration:

Code	Title	Units
SOCI 371	Inequality and Social Change	3
SOCI 372	Politics and Society	3-4
SOCI 373	Social Institutions	3
SOCI 374	Social Movements	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 495	Capstone Experience in Sociology	3
SOCI 499	Independent Study	1-3

The Sociology Minor

Minor Requirements

Code	Title	Units
Lower Division (9 units)		
SOCI 101	Introduction to Sociology	3
Select two of the following Contemporary Social Issues courses:		6
ETHN 100	Intro to Ethnic Studies	
SOCI 210	Social Justice	
SOCI 240	Crime and Inequality	
SOCI 270	Law and Social Justice	
Upper Division (9 units)		
Sociology courses numbered 300 or higher		9
Total Units		**18**

Students are advised to take SOCI 101 and either ETHN 100, SOCI 210, SOCI 240, 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.)

SOCI 101 | INTRODUCTION TO SOCIOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1
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
Core Attributes: Quantitative reasoning comp
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
Core Attributes: Social/Behavioral Inquiry area
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 210 | SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
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 240 | CRIME AND INEQUALITY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Undergraduate Research
This introductory level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, law and Society concentration.

SOCI 270 | LAW AND SOCIAL JUSTICE
Units: 3
Core Attributes: Social/Behavioral Inquiry area
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: 0.5-4 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 303 | RACE AND ETHNIC RELATIONS
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 2
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 310 | U.S. SOCIETY
Units: 3
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
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 312 | GENDERED LIVES
Units: 3 Repeatability: No
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 313 | SEXUALITIES
Units: 3-4 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Writing-Pre F17 CORE
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 316 | SOCIAL PSYCHOLOGY: SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
This course is centered on the intersection of the individual and society. Our objective is to understand how our thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. In so doing, we integrate micro and macro sociological perspectives to understand how individual behaviors and social arrangements, such as structures of inequality, are reciprocal and mutually dependent.

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 JUSTICE
Units: 3 Repeatability: No
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 Repeatability: No
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 Repeatability: No
Core Attributes: Advanced writing competency
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 346 | RIGHTS, JUSTICE, LAW AND SOCIAL CHANGE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 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: 3-4
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 375 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 2
Non-Core Attributes: Community Engagement
This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as POLS 343.

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
Core Attributes: Advanced writing competency
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
Core Attributes: Oral communication competency
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 413 | FASHION SYSTEM(S)
Units: 3 Repeatability: No
This course explores various and interlocking fashion systems from a sociological perspective. By focusing on the historical conditions and social arrangements across the globe that sustain fashion systems, this class examines how fashion perpetuates and challenges inequality. Topics include sweatshop labor, pollution, social movements, capitalism, cultural appropriation, gender, race, and class.

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 & U.S. SOCIETY
Units: 3 Repeatability: No
This course utilizes the lenses of criminology and sociology in a cross-national, critical evaluation of America's historic and contemporary drug policies. This course systematically examines the pharmacological effects of legal and illegal drugs, the role of moral panics and moral entrepreneurs in shaping the 'war on drugs' and the impacts of criminalization on the community and criminal justice system.

SOCI 442 | SOCIOLOGY OF GUNS
Units: 3 Repeatability: No
This course examines guns from a sociological and critical race perspective. It addresses the question of guns in society by focusing on the conditions that shape the gun debate and the meanings attached to guns as objects of danger on the one hand and safety on the other. Additionally, it explores substantive topics related to gun violence, including community violence, mass shootings, domestic violence, and suicide.

SOCI 470 | SEXUALITY AND BORDERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Advanced writing competency, Global Diversity level 2
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 473 | SUSTAINABILITY: SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
This course examines the powerful—but highly contested—concept of sustainability. This task is complicated by the fact that "sustainability" has come to mean so many things to so many different entities, and has generated such a diverse body of academic literature, that it's difficult to make sense of the term. This course will navigate this complex landscape by critically examining multiple definitions and framings of sustainability, and applying these framings to specific case studies on climate change, energy, water, food, transportation, and waste, to name a few. This course will also explore how understanding sustainability and creating a more sustainable world requires integrating multiple disciplinary perspectives. While a sociological perspective is essential to these tasks, so too are perspectives from the natural sciences, philosophy, history, and the arts, among others.

SOCI 493 | FIELD EXPERIENCE IN SOCIOLOGY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: 0.5-4 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 495 | CAPSTONE EXPERIENCE IN SOCIOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
A capstone is an immersive practicum that is designed to allow graduating sociology majors and minors to integrate their previous coursework in sociology, as well as other substantive fields, into a culminating piece of scholarship or applied work. We will meet as a seminar in addition to carrying out independent work. Our work will bring all your preparation in the major or minor to bear on your final core project, while also encouraging you to develop your intellectual identity through a process of critical reflection on your academic career and professional development as you start to chart your future path.

SOCI 498 | INTERNSHIP IN SOCIOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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

Chair/Director

Nate Parde, MFA

Faculty

Lisa Berger, MFA

Evelyn Diaz Cruz, MFA

Scott Ripley, MFA

Jersten Seraile, MFA

Monica Stufft, PhD

The Undergraduate Theatre program embraces theatre as a means to inspire humanity and engage a diverse society. Through the lens of playmaking, we are aligned with the University's liberal arts mission - focusing on the development of empathy, critical analysis, creative problem solving, and changemaking. Through collaborative artistic exploration, the program trains the individual to create within the ensemble.

Special Programs

Students interested in pursuing a Liberal Studies major or
an Interdisciplinary Humanities major with a concentration in theatre should plan their program carefully with the advisor in their major and with the Theatre department chair to ensure that graduation requirements are met.

Preparation for the Major

Code	Title	Units
Lower-Division		
THEA 101	Script Analysis	3
THEA 116	Theatre Practicum - Acting/Stage Management	1-2
THEA 117	Theatre Practicum - Backstage and Production	1
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Fundamentals of Acting	3
Total Units		**15-16**

Major Requirements

The Theatre major requires 26 upper-division units.

Code	Title	Units
Upper-Division		
THEA 316	Theatre Practicum - Costume Production	1
THEA 317	Theatre Practicum - Stagecraft	1
THEA 360	Theatre History 1	3
THEA 362	Theatre History 2	3
THEA 370	Performance Studies	3
THEA 380	Theatre of Diversity	3
THEA 475C	Theatre and Community	3
Take two courses (six units) from the following:		6
THEA 320	Scenic Design	
THEA 325	Lighting and Sound for Entertainment Design	
THEA 330	Costume Design	
THEA 365	Playwriting	
THEA 390	Directing and Stage Management	
Take one course (three units) from the following:		3
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 430	Contemporary Acting	
THEA 435	Classical Acting	
Total Units		**26**

The Theatre Minor

Minor Requirements

Code	Title	Units
Lower Division		
THEA 101	Script Analysis	3
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Fundamentals of Acting	3
Take one course (one - two units) from the following:		1-2
THEA 116	Theatre Practicum - Acting/Stage Management	
THEA 117	Theatre Practicum - Backstage and Production	
Upper Division		
Take one course (one unit) from the following:		1
THEA 316	Theatre Practicum - Costume Production	
THEA 317	Theatre Practicum - Stagecraft	

Take one course (three units) from the following:		3
THEA 370	Performance Studies	
THEA 380	Theatre of Diversity	
Select one additional upper-division THEA course (three units) from the following:		3
THEA 320	Scenic Design	
THEA 325	Lighting and Sound for Entertainment Design	
THEA 330	Costume Design	
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 360	Theatre History 1	
THEA 362	Theatre History 2	
THEA 365	Playwriting	
THEA 390	Directing and Stage Management	
THEA 430	Contemporary Acting	
THEA 435	Classical Acting	
THEA 475C	Theatre and Community	
THEA 494	Special Topics in Theatre	
Total Units		**21-22**

THEA 101 | SCRIPT ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course focuses on the analysis of dramatic literature – learning how to closely read, examine, dissect, interpret, and analyze play scripts – which is the essential foundation for playmaking. Through the process of excavating a script for the ideas that ultimately shape the play in performance, students will develop critical thinking skills. The course includes extensive reading, written analysis, individual and group projects, and class discussion.

THEA 111 | THEATRE AND SOCIETY
Units: 3-4 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

THEA 116 | THEATRE PRACTICUM - ACTING/STAGE MANAGEMENT
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This course is for those cast in acting roles or assigned to work as an Assistant/ Stage Manager in a Theatre Department show. Attendance required at all rehearsals and performances for the assigned show. Course is open to non-theatre majors/minors and repeatable for up to 3 units. Audition information available in Theatre office and on-line.

THEA 117 | THEATRE PRACTICUM - BACKSTAGE AND PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This course is for students working backstage in a Theatre Department production. Student may be assigned to work in a number of backstage roles such as a dresser or lighting board operator. Attendance required for class meetings and all required rehearsals and performances for the assigned show. Student must check production calendar for conflicts and may register prior to being assigned to a show. No previous production experience necessary. Course is open to non-theatre majors/minors and 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 Repeatability: No
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 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

THEA 230 | FUNDAMENTALS OF ACTING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
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.

THEA 294 | SPECIAL TOPICS IN THEATRE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

THEA 316 | THEATRE PRACTICUM - COSTUME PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: THEA 205
This course is for students to practice costume production skills initiated in THEA 205 – Technical Theatre. Students work in the costume shop over the course of the semester to fulfill the course requirement. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

THEA 317 | THEATRE PRACTICUM - STAGECRAFT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: THEA 205
This course is for students to practice stagecraft skills initiated in THEA 205 – Technical Theatre. Students will work in scenery, lighting and sound production. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

THEA 320 | SCENIC DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 220 or ARCH 101 or ENGR 101
This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend theatrical productions, both on and off campus.

THEA 325 | LIGHTING AND SOUND FOR ENTERTAINMENT DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 205
In this course, students will learn how to use lighting and sound to support a performance. The course covers both technical aspects of modern lighting and sound equipment as well as foundational work in principles of design to help students understand why different pieces of equipment are used and when to use them.

THEA 330 | COSTUME DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 101 and 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 Repeatability: No
Prerequisites: THEA 101 and 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 345 | PHYSICAL ACTOR
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
Through this course, students will learn physically-based performance techniques as a means to discover the body and its movement through space as an inspiration for the actor and the primary generator of meaning in theatre. Selected topics may but will not necessarily include clowning, commedia dell'arte, masks, stage combat and other approaches drawn from movement training.

THEA 360 | THEATRE HISTORY 1
Units: 3 Repeatability: No
Prerequisites: THEA 101
This course examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from commedia dell’arte to kabuki in oral and manuscript cultures through early print cultures.

THEA 362 | THEATRE HISTORY 2
Units: 3 Repeatability: No
Prerequisites: THEA 360
This course builds upon Theatre History 1 and examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from popular spectacles to postmodern experiments beginning in periodical print cultures and extending into electric and electronic communication cultures.

THEA 365 | PLAYWRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
Prerequisites: THEA 101 and (THEA 230 or ENGL 121)
This course focuses on writing scenes and creating work in playwriting format, through reading, writing, and acting exercises. The final project is an original one-act play.

THEA 367 | LONDON PLAYS IN PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

THEA 370 | PERFORMANCE STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
This course is part of the written and oral communication competency series. As an Advanced Writing course, Performance Studies focuses on writing as a process, teaching students how to assess and conduct scholarship in the field. As an Oral Communication course, students will develop well-structured presentations that clearly and compellingly communicate a central argument, use engaging examples as well as a strong delivery. Students will explore and engage with a range of disciplinary methods for analyzing, understanding, and discussing performance in order to learn and apply critical and theoretical concepts as a means to develop skills as scholar-practitioners.

THEA 380 | THEATRE OF DIVERSITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Prerequisites: THEA 101 and THEA 230
This course explores the dynamic cannon of U.S. theatre literature with a focus on diversity, inclusion and social justice. Primarily a lecture based course, theatre exercises are also used as a teaching tool to foster deeper connections with the material. Student creativity is highly valued, encouraged and supported.

THEA 390 | DIRECTING AND STAGE MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 220 and THEA 230
This course focuses on the duties of the two playmakers responsible for leading, planning, executing, and administering the collaborative processes inherent in the rehearsal and performance of theatrical production: the Director and the Stage Manager. Processes, skills, and principles introduced and developed include basic leadership principles, fundamentals of management, organizational structure, theatricality, production concept, effective communication in a collaborative setting, rehearsal etiquette and protocol, staging practice, technical rehearsals, and theatrical performance.

THEA 430 | CONTEMPORARY ACTING
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
This course is an advanced study in contemporary acting techniques. Selected topics may but will not necessarily include the Chekhov Technique, the Meisner Technique, Richard Schechner’s Rasaboxes™, Acting for the Camera, Acting for Musical Theatre, Stanislavski's Active Analysis, and Viewpoints.

THEA 435 | CLASSICAL ACTING
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
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 475C | THEATRE AND COMMUNITY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration, Domestic Diversity level 2
Non-Core Attributes: Community Engagement, International
Prerequisites: THEA 230
This course focuses on the use of theatre and performance as a means of exploring social justice issues in partnership with community organizations. Students will engage the skills necessary for creating theatre on issues of mutual concern and collaborate in multiple and variable levels of the artistic creation. This class culminates in the staging of a final theatrical event. Fulfills: AI (Advanced Integration) and FDD2 (Domestic Diversity Level 2).

THEA 494 | SPECIAL TOPICS IN THEATRE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

THEA 498 | PROFESSIONAL INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Internship opportunities may be taken for credit, with the oversight of Theatre faculty. 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 instructor as well as the academic advisor should be consulted before beginning an internship. A maximum of six internship units can be earned.

THEA 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual study working in close collaboration with a faculty advisor. Consent of faculty advisor and department chair as well as completion of the Independent Study Form available through One Stop required for registration.

Theology and Religious Studies

Department Chair

Russell Fuller, PhD

Faculty

Susie Paulik Babka, PhD

Jamall Andrew Calloway, PhD

Victor Carmona, PhD

Christopher Carter, PhD

Bahar Davary, PhD

Mary Doak, PhD

Aaron S. Gross, PhD

Evelyn Kirkley, PhD

Mary E. Lyons, PhD

Peter Anthony Mena, PhD

Rico G. Monge, PhD

Emily Reimer-Barry, PhD

Karen Teel, PhD

Karma Lekshe Tsomo, PhD

Michele E. Watkins, PhD

Meaghan Weatherdon, PhD

Nicholas Witkowski, PhD

The Department of Theology and Religious Studies is a diverse community of scholars who advance the teaching and study of religion with particular attention to fostering understanding of Catholic traditions. In support of the educational mission of the university and the furtherance of our own disciplines, we pursue excellence in scholarship. As a faculty that is multidisciplinary in both training and outlook, we bring a spirit of creativity and dialogue to bear on the exploration of religious meaning.

We are dedicated to our role in fulfilling the liberal arts goals of the core curriculum, and equally committed to fostering a vibrant cohort of majors and minors. By providing an intellectually rigorous program, we create opportunities for students to probe religion as a constitutive element of human experience and values, and to acquire skills for engaging diverse dimensions of religion with openness and respect.

All lower division courses in our program meet FTRI learning outcomes 1 & 2 in the core curriculum:

(1) Students will demonstrate a critical understanding of Christian traditions, including Catholic Christianity at a basic college level; OR students will demonstrate an understanding of the diversity of religious traditions with special attention to Catholic Christianity at an introductory level.

(2) Students will demonstrate a critical understanding of theory and method in biblical studies, Christian theology, or religious studies.

All upper division core courses meet FTRI learning outcome 3 in the core curriculum:

(3) Students will demonstrate in-depth knowledge of at least one religious tradition, foundational sacred text, or important historical or contemporary issue in the study of theology or religion.

The Theology and Religious Studies Major

Preparation for the Major

Code	Title	Units
Lower Division		
Select two courses (6 units) from the following:		6
THRS 110	Exploring Religious Meaning	
THRS 112	Introduction to World Religions	
THRS 113	World Religions in San Diego	
THRS 114	Introductory Studies in Catholic Theology	
THRS 116	Introduction to Biblical Studies	
THRS 119	Christianity and Its Practice	
THRS 120	Christianity and Conquest	
THRS 121	Chicanx Religious Identities	
THRS 125	Fundamentals of Africana Studies II	
THRS 203	Special Topics in Religious Studies	
THRS 231	Christian Changemakers	
THRS 232	Religion and Animals	
THRS 233	Religion and Food	
THRS 294	Special Topics in Theology and Religious Studies	

Majors are encouraged to choose these two lower-division courses in consultation with their advisors.

Total Units	**6**

Major Requirements

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.

Code	Title	Units
Upper Division		
THRS 301	Religion Café: Majors and Minors Seminar	3
THRS 495	Capstone in Theology and Religious Studies [1]	3
Select one course in Bible or in Christianity chosen from the following:		3
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 332	HIV/AIDS and Christian Ethics	
THRS 333	LGBTQ+ and Christianity	
THRS 334	Christian Social Ethics	
THRS 335	Catholic Social Thought	
THRS 338	Faith & Environmental Justice	
THRS 343	Christian Marriage	
THRS 349	Art and the Theological Imagination	
THRS 353	Early Christianities	
THRS 356	Catholicism in the United States	
THRS 357	Saints and Sinners in U.S. Protestantism	
THRS 358	Latinoa Catholicism	
THRS 359	Jesus of Hollywood	
THRS 360	Who Is Jesus?	
THRS 361	Jesus and Justice	
THRS 362	Christian Understandings of Salvation	
THRS 365	Black and Womanist Theologies	
THRS 367	Feminist Theology and Ethics	
THRS 369	Liberation Theology	
THRS 372	Women, Gender, and Christianity in the Ancient World	
THRS 375	Faith and Politics: Theological Perspectives	
THRS 376	Racial Justice: Catholic Perspectives	
THRS 377	The Theologies of Martin Luther King, Jr. & Malcolm X	
THRS 379	Literature, Theology, & the Religious	
THRS 381	The Five Books of Moses	
THRS 382	The Prophetic Tradition of Israel	
THRS 383	Sinners and Social Justice: The Gospel of Luke	
THRS 385	Paul, the Man & his Message	
THRS 386	Word and Wisdom: John's Portrait of Jesus	
THRS 387	Gospel of John: Word and Wisdom (Advanced Writing)	
THRS 388	The World of the Bible	
THRS 389	Matthew and Mark: Advanced Writing	
Select one course in a religious tradition other than Christianity chosen from:		3
THRS 305	Buddhist Art and Pilgrimage in India	
THRS 311	Jewish Faith and Practice - Advanced Writing	
THRS 312	The Hindu Tradition	
THRS 313	Jewish Faith and Practice	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 318	Islam, Women and Literature	
THRS 320	Indigenous Religions and Spiritualities	
THRS 326	Religion and the Performing Arts in Bali	
Elective Credits		**18**
Students must complete 18 other units (6 courses) of elective credit in THRS, 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.		
Total Units		**30**

[1] Must be taken in final spring semester.

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.

THRS 110 | EXPLORING RELIGIOUS MEANING
Units: 3
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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. Students may not receive credit for taking both THRS 112 and THRS 113.

THRS 113 | WORLD RELIGIONS IN SAN DIEGO
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area
A survey of major religious traditions of the world, including Catholic Christianity, focusing on their presence in San Diego and issues of power, privilege, and social justice. Students may not receive credit for taking both THRS 112 and THRS 113.

THRS 114 | INTRODUCTORY STUDIES IN CATHOLIC THEOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course introduces students to the methods and content of Christian theology, with particular emphasis on Catholic theological traditions. In addition to theological method, topics may include the scriptures, history of the church and/or theology, the nature of theological discourse, and examination of select topics or issues in theology.

THRS 116 | INTRODUCTION TO BIBLICAL STUDIES
Units: 3-4
Core Attributes: Theo/Religious Inquiry area
A study of the Bible: its formation, historical character, primary themes, and interpretation.

THRS 119 | CHRISTIANITY AND ITS PRACTICE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life. Students may not receive credit for taking both THRS 119 and THRS 120.

THRS 120 | CHRISTIANITY AND CONQUEST
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
An introduction to the history, current status, and theological themes of Christianity, including Catholicism. Emphasis on the relationship between Western Christianity and European colonialism, including how Christian beliefs have been deployed both to rationalize and to resist imperialist and colonialist domination. Students may not receive credit for taking both THRS 119 and THRS 120.

THRS 121 | CHICANX RELIGIOUS IDENTITIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area
An historical and contextual investigation of Chicanx identities in relation to religious and spiritual traditions, with special attention to Catholic Christianity. Students will engage in community based learning and reflect critically on constructions of power, privilege, and oppression.

THRS 125 | FUNDAMENTALS OF AFRICANA STUDIES II
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

THRS 203 | SPECIAL TOPICS IN RELIGIOUS STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
An examination of selected issues or themes in religion to be chosen by the instructor. Topics will have a comparative focus, with special attention to Catholic Christianity as well as theory and method in religious studies. Topics will vary semester by semester. A list of current special topic offerings is available on the department website.

THRS 231 | CHRISTIAN CHANGEMAKERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

THRS 232 | RELIGION AND ANIMALS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
An introduction to the subfield of animals and religion. Special attention will be given to Catholic and Jewish traditions, world views, and practices.

THRS 233 | RELIGION AND FOOD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
An introduction to religious studies through a consideration of food, the systems that produce food, and the religious and ethical questions associated with food. We will consider the theme of religion and food in select Abrahamic traditions (Jewish, Christian, and Muslim traditions), Dharma traditions (Hindu, Jain, and Buddhist traditions), indigenous North American traditions, and ask what food means or should mean at USD as a value-based Catholic university.

THRS 294 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Theo/Religious Inquiry area
An examination of selected issues or themes in theology and/or religious studies, to be chosen by the instructor. Course meets FTRI learning outcomes 1 and 2 in core curriculum.

THRS 301 | RELIGION CAFÉ: MAJORS AND MINORS SEMINAR
Units: 3 Repeatability: No
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Theo/Religious Inquiry area
Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study-abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

THRS 311 | JEWISH FAITH AND PRACTICE - ADVANCED WRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students will write a thesis-driven research paper. This course fulfills the Advanced Writing requirement of the core curriculum. Students may not receive credit for taking both THRS 311 and THRS 313.

THRS 312 | THE HINDU TRADITION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of key aspects of the multiple ways of being religious that form the Hindu tradition, including scriptures, theologies, spiritualities, rituals, social practices, images of divinity, important figures, and contemporary developments. Points of contact with other Indic traditions, Christianity, and Islam will be considered as appropriate.

THRS 313 | JEWISH FAITH AND PRACTICE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students may not receive credit for taking both THRS 311 and THRS 313.

THRS 314 | BUDDHIST THOUGHT AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 THOUGHT AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 318 | ISLAM, WOMEN AND LITERATURE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 | INDIGENOUS RELIGIONS AND SPIRITUALITIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
Using a religious studies method, this course introduces students to the diversity of Indigenous religious and spiritual traditions across Turtle Island, with special attention to local Indigenous communities. Students will also be introduced to Indigenous theories and decolonizing methodologies and consider the challenges that these fields pose to the study of Indigenous religions.

THRS 323 | WAR AND PEACE IN THE CHRISTIAN TRADITION
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area, Theo/Religious Inquiry area
An examination of the three dominant paradigms for thinking about war and peace in the Christian tradition: holy war, pacifism, and just war. We will consider how these frameworks are employed today in both religious and secular contexts as we apply these frameworks to the evaluation of particular conflicts/issues, which may include: the wars in Afghanistan and Iraq, humanitarian interventions, the 'war on terrorism,' preemptive and preventive war, drones, weapons of mass destruction, and care for veterans. Throughout, students will build skills in ethical analysis and reflexivity. There are no prerequisites for this course.

THRS 326 | RELIGION AND THE PERFORMING ARTS IN BALI
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 1, Theo/Religious Inquiry area
This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with MUSC 341.

THRS 330 | REPRODUCTIVE JUSTICE AND CATHOLIC THEOLOGICAL ETHICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
An exploration of reproductive justice as a theoretical and ethical framework. The course will consider areas of both common ground and conflict between a reproductive justice framework and Catholic theo-ethical principles and teachings.

THRS 331 | SEXUAL ETHICS IN THE CATHOLIC TRADITION
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area
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 332 | HIV/AIDS AND CHRISTIAN ETHICS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only), Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 294
An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons.

THRS 333 | LGBTQ+ AND CHRISTIANITY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical analysis of how Christians have understood marginalized sexual identities and gender identities, with particular attention to issues of power, privilege, and intersectionality.

THRS 334 | CHRISTIAN SOCIAL ETHICS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course is designed to introduce students to the field of Christian social ethics. Students will read selections from Christian thinkers, examine various sources of and approaches to Christian ethical reflection, and critically assess a variety of contemporary moral issues.

THRS 335 | CATHOLIC SOCIAL THOUGHT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
Non-Core Attributes: Community Engagement
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course will examine the living tradition of Catholic social thought. Major themes in Catholic social teaching will be explored, including the role of the Church in civil society, economic justice, sustainability, peacemaking, and a consistent ethic of solidarity, among others.

THRS 338 | FAITH & ENVIRONMENTAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course explores how faith rooted approaches to ecological issues can play a pivotal role in addressing our current environmental crisis.

THRS 340 | BEING HUMAN: RACE, GENDER & SEXUALITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294
What does it mean to be “human?” When someone is referenced as being less than human – “like an animal” – what are the implicit and explicit socio-theological assumptions that inform such dehumanizing rhetoric? This course explores the Christian theological development of the human person – or theological anthropology – with special attention to race, gender, and sexuality.
Prerequisites: Any lower-division THRS course THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294, or consent of the instructor.

THRS 343 | CHRISTIAN MARRIAGE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

THRS 349 | ART AND THE THEOLOGICAL IMAGINATION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
What role do the arts and creative expression play in the task of theology, the disciplined and critical reflection on belief and the nature of God? The meanings discoverable through art and the creative process lead to deeper questions, enhancing critical thought. Art expresses our nature as spiritual beings inseparable from the material world; it explores morality, politics, emotion, the subconscious, and the unknown. The “theological imagination” is a way of perceiving and appreciating the sensible world, as Margaret Miles points out, “with ‘a certain slant of light,’ in which other human beings, the natural world, and objects appear in their full beauty, transformed.” The thesis of the course is that great art, whether explicitly containing religious symbolism or not, reveals the depth dimension of reality, what might be called “God.” This course will consider the meaning and function of theological aesthetics, and attempt to cultivate tools for the appreciation of visual culture: a sharper awareness of seeing, attention to detail, and the habit of mind that recognizes the beautiful as well as the ambiguous.

THRS 350 | CHRISTIAN SPIRITUALITY
Units: 3-4 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 204 or THRS 231 or THRS 232 or THRS 294
An exploration of diverse Christian spiritual traditions and an introduction to the methods of the theological sub-discipline of Christian Spirituality.

THRS 353 | EARLY CHRISTIANITIES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course investigates the earliest Christianities from the first five centuries of the common era with an emphasis on the diversity and contestations of practices and beliefs that characterize the period. Students will focus on the demarcation of Christianity from Judaism, the forms of self-definition that emerge in the period of imperial persecution, and the shifts that take place when the movement gains the support of the Roman emperors in the fourth century. Emphasis will be placed on working with ancient texts and situating them in their broader historical and cultural contexts.

THRS 356 | CATHOLICISM IN THE UNITED STATES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of the history of the Catholic Church in the United States of America. Emphasis on racial and ethnic diversity in the Church, with attention to how social, political, and ecclesial power dynamics have shaped Catholics' varied experiences. Required any lower division THRS course or permission of the instructor.

THRS 357 | SAINTS AND SINNERS IN U.S. PROTESTANTISM
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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.

THRS 358 | LATINOA CATHOLICISM
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A culturally contextualized study of the beliefs and practices of Latinoa Catholics in the U.S., with particular emphasis on popular Catholicism.

THRS 359 | JESUS OF HOLLYWOOD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical analysis of the life and message of Jesus of Nazareth through the lens of Hollywood films, including theological, historical, and socio-cultural issues raised by this cinematic tradition.

THRS 360 | WHO IS JESUS?
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns.

THRS 361 | JESUS AND JUSTICE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns. Emphasis on how members of groups traditionally underrepresented in society interpret Jesus' life and message. Students may not receive credit for taking both THRS 360 and THRS 361.

THRS 362 | CHRISTIAN UNDERSTANDINGS OF SALVATION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

THRS 365 | BLACK AND WOMANIST THEOLOGIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course will explore Black and Womanist theologies in historical context, paying particular attention to the historical movements, foundational thinkers, and critical voices that have shaped and are reshaping Black and Womanist theologies.

THRS 366 | THE PROBLEM OF GOD
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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 AND ETHICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
An exploration of contemporary feminist theologies and ethics from the Christian perspective to gain knowledge of feminist contributions and challenges to the whole of Christian traditions. Included is a survey of the historical emergence of feminist theologies, methods, major theological themes, and feminist Christian approaches to contemporary problems (from different contexts and multiple perspectives).

THRS 369 | LIBERATION THEOLOGY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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.

THRS 371 | CULTS AND SECTS IN THE UNITED STATES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of new religious movements commonly called cults and sects in the U.S.

THRS 372 | WOMEN, GENDER, AND CHRISTIANITY IN THE ANCIENT WORLD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An historical and contextual examination of the relationship between women, gender, and Christianity in late antiquity. Students will learn about the history of women and the role of gender in Christian literature from the first six centuries of the common era.

THRS 375 | FAITH AND POLITICS: THEOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
A theological study of the public and political roles of religion, including evaluation of the impact of religious beliefs on political behavior.

THRS 376 | RACIAL JUSTICE: CATHOLIC PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 202 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of Catholic approaches to the struggle for racial justice in US society and the US Catholic Church.

THRS 377 | THE THEOLOGIES OF MARTIN LUTHER KING, JR. & MALCOLM X
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: or THRS 294THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of the theologies, political philosophies and lives of Martin Luther King, Jr. and Malcolm X.

THRS 379 | LITERATURE, THEOLOGY, & THE RELIGIOUS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of the intersection between and history of religion and literature using novels, plays, poetry and essays.

THRS 381 | THE FIVE BOOKS OF MOSES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 | SINNERS AND SOCIAL JUSTICE: THE GOSPEL OF LUKE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship.

THRS 384 | GOSPEL OF LUKE: SINNERS AND SOCIAL JUSTICE (ADVANCED WRITING)
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 202 or THRS 203 or THRS 231 or THRS 232
A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 383 and THRS 384.

THRS 385 | PAUL, THE MAN & HIS MESSAGE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
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 | WORD AND WISDOM: JOHN'S PORTRAIT OF JESUS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel.

THRS 387 | GOSPEL OF JOHN: WORD AND WISDOM (ADVANCED WRITING)
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 386 and THRS 387.

THRS 388 | THE WORLD OF THE BIBLE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

THRS 389 | MATTHEW AND MARK: ADVANCED WRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A careful study of the gospel of Matthew along with Mark. We will explore these gospels from a literary and historical perspective for the purpose of uncovering the author's intended meaning and message. To achieve this end, we will examine the historical, cultural, and geographical setting of these gospels, their authorship, audience, literary techniques and characteristics, theology and important themes. We will investigate the literary, religious, and philosophical currents in first century Judaism and in the Greco-Roman world which may have influenced the authors. We will also study the ancient traditions regarding gospel authorship and modern theories regarding the creation of the synoptic gospels. Students write an exegesis paper with feedback from the instructor. The course fulfills Advanced Writing in the core curriculum.

THRS 390 | THE HOLOCAUST: RELIGIOUS QUESTIONS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

THRS 394 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
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.

THRS 495 | CAPSTONE IN THEOLOGY AND RELIGIOUS STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration
Prerequisites: THRS 301
A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students.

THRS 496 | RESEARCH EXPERIENCE IN THEOLOGY AND RELIGIOUS STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Undergraduate Research
This is a course intended to provide theology and religious 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 on the knowledge students gain in THRS 301. 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 collaborate on a research project in which the faculty member takes the lead. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of both the student and the faculty member. Up to 3 units of undergraduate research (496) can count toward the THRS major as upper division elective units.

THRS 498 | INTERNSHIP IN THEOLOGY AND RELIGIOUS STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This is a pass-fail only course involving fieldwork under the joint supervision of the THRS instructor and agency personnel. Students cannot be on academic probation and must obtain THRS instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, monthly meetings with the instructor of record, reflection papers, agency performance evaluations, and a poster presentation at a THRS department event. Minimum required semester hours of agency work are as follows: 40 hours for 1 unit; 80 hours for 2 units; 120 hours for 3 units. Up to 3 units of internship (498) can count toward the THRS major as upper division elective units.

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.

Visual Arts

See Art, Architecture + Art History (p. 89).

Women's and Gender Studies

Program Director

Marcelle Maese, PhD, English

Program Advisory Board

Josen Diaz, PhD, Ethnic Studies

Evelyn Kirkley, PhD, Theology and Religious Studies

Anne Koenig, PhD, Psychological Sciences

Erin Lovette-Colyer, Director, Women's Center

S. Greg Prieto, PhD, Sociology

Emily Reimer-Barry, PhD, Theology and Religious Studies

The Women's and Gender Studies Minor

Women's and Gender Studies is an interdisciplinary academic minor that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together.

Learning Outcomes

After successfully completing the Women's and Gender Studies minor, students will be able to:

- Describe and critically reflect on how they and others have experienced privilege and oppression in relation to sex, gender, or sexuality.
- Analyze, through various modes of inquiry, how concepts of "gender," "sex," or "sexuality" have been socially constructed through history or in contemporary contexts.
- Describe struggles against sexism and heterosexism and patterns of resistance that dismantle hierarchies of sex, genders, and sexualities.
- Examine the intersections of gender, sex, and sexuality with other categories such as race, ethnicity, socio-economic class, age, and ability at local, national, and/or global levels.

The Women's and Gender Studies minor is an 18 unit program that includes the following requirements:

a. GNDS 101 Introduction to Gender Studies
b. Two lower- or upper division elective courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this course catalog.
c. Two elective upper division courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this course catalog. Thus 3-9 units of lower-division work, and 9-15 units of upper division coursework are required.
d. Two of the four elective courses listed in items 2 and 3 above must be in the humanities and two must be in the social sciences.
e. GNDS 495 Advanced Women's and Gender Studies

Interdisciplinary Courses

Courses in this edition of the undergraduate catalog that count toward the Women's and Gender Studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course descriptions under the appropriate departmental listings.

Code	Title	Units
Social Sciences		
COMM 325	Interpersonal Communication	3
COMM 326	Nonverbal Communication	3
COMM 432	Film and Cultural Politics	3
COMM 445	Gender Communication	3
COMM 475	Intercultural Communication	3
COMM 482	Children and Media	3
COMM 483	Teens and Popular Culture	3
ETHN 321C	African American Panethnicity	3
ETHN 331	Gender in Native America	3
ETHN 355	Asian American Social Movements	3
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	3
ETHN 364	Race, Class and Gender	3
ETHN 365	U.S. Women Of Color Theory And Activism	3
ETHN 367	Race and Globalization	3
LEAD 349	Women in Leadership	3
MGMT 306	Women in Management	3
POLS 307	Feminist Political Theories	3
POLS 309	Sex, Power, and Politics	3
PSYC 328	Stereotyping, Prejudice and Discrimination	3
PSYC 330	Psychology of Gender	3
PSYC 359	Health Psychology of Women and Ethnic Groups	3
PSYC 378	Explorations in Human Sexuality	3
SOCI 101	Introduction to Sociology	3
SOCI 310	U.S. Society	3
SOCI 311	Sociology of Families	3
SOCI 312	Gendered Lives	3
SOCI 313	Sexualities	3-4
SOCI 372	Politics and Society	3
SOCI 470	Sexuality and Borders	3
Humanities		
ARTH 356	Race, Ethnicity, Art and Film	3
ENGL 215	Children's Literature	3
ENGL 321	Literature of Race, Gender and Sexuality	3
ENGL 342	Romanticism	3
ENGL 358	United States Ethnic Literature	3
ENGL 374	Gender and Literature	3
FREN 414	French Women Writers	3
HIST 126	American Women in History	3
HIST 331	The Global Renaissance	3
HIST 335	The Victorians in Literature & Film	3
HIST 341	World War II	3
HIST 367	Women's Lives in East Asia	3
HIST 383	Chicano/a/x History	3
HIST 385	African American Women's History	3
PHIL 111	Philosophy of Human Nature	3
PHIL 343	Gender and Economic Justice	3
SPAN 302	Cultural History of Spain	3
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture	3
THEA 370	Performance Studies	3
THRS 318	Islam, Women and Literature	3
THRS 331	Sexual Ethics in the Catholic Tradition	3

THRS 332	HIV/AIDS and Christian Ethics	3
THRS 333	LGBTQ+ and Christianity	3
THRS 334	Christian Social Ethics	3
THRS 358	Latinoa Catholicism	3
THRS 365	Black and Womanist Theologies	3
THRS 367	Feminist Theology and Ethics	3

GNDS 101 | INTRODUCTION TO GENDER STUDIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Global Diversity level 1
This course aims to offer an introduction to gender studies. The course will begin by examining the distinction between sex and gender, as well has how that distinction is employed in discussions of sexuality. Specifically, we will examine the so-called “nature” vs. “nurture” debate and the most recent scientific claims about “innate” sex differences. Next, the course will look into contemporary debates on sex work: prostitution and trafficking. From here we will engage critically with pornography in contemporary society. Is pornography harmful? Is it best understood a protected speech? How are sex workers treated within pornography? Are they oppressed? Are they workers like any other? Next, we will turn to examine the role of gender in inequality in the workplace and the relationship to inequality within the family. Finally, we will also examine the debate around rape on college campuses and Title IX.

GNDS 294 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men’s movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes.

GNDS 494 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men’s movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes. Students must have completed 12 units of coursework in the gender studies minor or have consent of the instructor.

GNDS 495 | ADVANCED WOMEN'S AND GENDER STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2
Prerequisites: GNDS 101
A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students’ areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

GNDS 498 | SECOND SEMESTER JUNIOR STANDING IN INTEGRATED ENGINEERING OR CONSENT OF INSTRUCTOR.
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites:.

GNDS 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
A program of advanced study in an area of special interest, arranged between the student and the instructor. The independent study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project.

Joan B. Kroc School of Peace Studies

The Joan B. Kroc School of Peace Studies (http://www.sandiego.edu/peacestudies/) (Kroc School) is dedicated to creating and sustaining peaceful and just societies. To drive positive peace, we work across disciplines, such as political science, sociology, anthropology, business, law, and economics. We believe diverse knowledge and perspectives are essential to equip innovative changemakers and peacebuilders who are able to solve humanity’s urgent challenges. The University of San Diego established the Kroc School in 2007 as the first standalone school of its kind in the United States. The Kroc School grew out of the University’s pre-existing Master of Arts in Peace and Justice program and furthers the institutional mission of preparing leaders who are dedicated to ethical conduct and compassionate service.

The Kroc School houses the Institute for Peace and Justice (Kroc IPJ), focused on practice and co-creating knowledge with peacemakers from across the world, and in partnership with the School of Business, the Center for Peace and Commerce which organizes the prestigious Fowler Global Social Innovation Challenge.

Combined Degree Program: Bachelor’s Degree to Master of Arts in Social Innovation

The Master of Arts in Social Innovation Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts (BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Social Innovation.
This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Social Innovation degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. As a full-time graduate student, the MA in Social Innovation program can be completed in 9 months post-undergraduate with a lighter academic load of 18 units to complete compared to the typical load of 30 units of graduate coursework in 9 months.

For courses at the Kroc School, all MA in Social Innovation combined degree students must begin with KROC 500 Foundations: Peace, Justice & Social Change (3 units). Following this, students may take the core courses, KROC 510 Leadership & Organizations (3 units), KROC 521 Social Innovation (3 units), and KROC 523 Social Entrepreneurship (3 units).

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Social Innovation program.

Combined Degree Program: Bachelor's Degree to Master of Arts in Peace and Justice

The Master of Arts in Peace and Justice Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts (BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Peace and Justice. This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Peace and Justice degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. Once graduate students, the MA in Peace and Justice program may be completed in as little as 9-12 months post-undergraduate with an academic load of 27 units to take.

For courses at the Kroc School, all MA in Peace and Justice combined degree students must begin with KROC 500 Foundations: Peace, Justice & Social Change (3 units). Following this, students may take two of the following three core courses: KROC 512 International Justice & Human Rights (3 units); KROC 515 Environmental Peace & Justice; KROC 530 Conflict Analysis & Resolution (3 units). Completion of KROC 500 will also make the skills and methods course, KROC 510 Leadership & Organizations (3 units) eligible to be counted toward both undergraduate degree requirements and the requirements of the master's program.

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Peace and Justice program.

Knauss School of Business

Accountancy

Erica Berry, PhD

Thomas M. Dalton, PhD, CPA

Mary Durkin, PhD

Kristyn Hakes, PhD

Mark Thomas Judd, MIB, CPA

Timothy P. Kelley, PhD, CPA

Kimberly Krieg, PhD

Barbara Lougee, PhD

Sarah Lyon, PhD

Loren L. Margheim, PhD, CPA, Department Chair

Johan Perols, PhD, CPA

John Prunty, MS

James K. Smith, LLM, PhD, JD, CPA

Richard Warne, PhD

Economics

Jason Campbell, PhD

Stephen J. Conroy, PhD

Justin Dang, PhD

Denise Dimon, PhD

Sara Esfahani, PhD

Alan Gin, PhD

Steven B. Levkoff, PhD

Alyson Ma, PhD

Nicolas Maeder, PhD

Andrew J. Narwold, PhD

Karen Ortiz Becerra, PhD

Ryan Ratcliff, PhD

Alison L. Sanchez, PhD

Jonathan Sandy, PhD

Steven W. Sumner, PhD

Adriana Vamosiu, PhD, Department Chair

Finance

Biljana N. Adebambo, PhD

William C. Beggs, PhD, CFA

Barbara Bliss, PhD

Luis Ceballos, PhD

Joshua Della Vedova, PhD

Shreesh D. Deshpande, PhD

Priya Garg, PhD

Manzur Rahman, PhD, JD

Daniel A. Rivetti, DBA

Daniel Roccato, MBA

Marko Svetina, PhD, Department Chair

Melina Vosse, PhD

PengCheng Zhu, PhD, CFA

Dennis P. Zocco, PhD

Interdisciplinary, Innovation and International Business

Eileen Daspro, PhD

Jaime Alonso Gomez, PhD

Rangapriya Kannan-Narasimhan, PhD

Helder Sebastiao, PhD

Wenli Xiao, PhD, Department Chair

Management, Law and Ethics

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Abigail Berk, PhD

Richard Custin, LLM, JD

Johanna Hunsaker, PhD

Phillip Hunsaker, DBA

Jennifer Miles, PhD

Jennifer Mueller, PhD

Devalina Nag, PhD

Afsaneh Nahavandi, PhD

Rebecca Nieman, JD

Tara Ceranic Salinas, PhD, Department Chair

Nichole Wissman-Weber, PhD

Carsten Zimmermann, PhD

Marketing

Kenneth Bates, PhD

Colin Campbell, PhD

Seth R. Ellis, PhD

Justine Rapp Farrell, PhD, Department Chair

Andrea Godfrey Flynn, PhD

Yongseok Kim, PhD

Maria Kniazeva, PhD

Alexander J. Kull, PhD

Nakeisha Lewis, PhD

C. David Light, PhD

Farhana Nusrat, PhD

Carlton O'Neal, MBA, JD

Tyagarajan N. Somasundaram, PhD

Operations, Supply Chain and Information Management

Simon R. Croom, PhD, FCIPS

Amitkumar Kakkad, PhD

Yen-Ting Lin, PhD, Department Chair

Mayukh Majumdar, PhD

Hau Nguyen, PhD

David F. Pyke, PhD

Carl M. Rebman, Jr., PhD

Ruixia Shi, PhD

Alesia Slocum, DBA

Real Estate

John Demas, LLM, JD, MBA

Jeremy S. Gabe, PhD

Larry Murnane, JD

Roger Simsiman, MS

Charles Tu, PhD, CFA, Department Chair

The Knauss School of Business 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 Knauss School of Business 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 Knauss School of Business is professional, and this dictates a four-part curriculum. The first part is the USD core curriculum. An effective leader and professional in this era of change and challenge must be a well-rounded individual. 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 arts educational foundation is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second is the lower-division preparation for the major. These courses provide a solid foundation preparing for the upper-division courses in business. Courses include Survey of Calculus or Calculus, Principles of Microeconomics and Macroeconomics, Information Systems, Statistics for Business and Economics and Principles of Financial and Managerial Accounting.

The third area is the “business component,” which provides the foundation for a career as a manager or as a business-related professional. Students establish an understanding of the interaction between the firm and its environment, and an overall view of policy-making in an organization. This business component

curriculum is designed to help our students become professionals with highly analytical minds.

The fourth section of the curriculum provides the student an opportunity to specialize in an area of study and prepare for a career in business. This "major component" includes majors in accounting, business administration, business analytics, business economics, economics, finance, international business, marketing, real estate, and supply chain management. The goal of this portion of the curriculum is to provide the student with the understanding necessary for the development of one's career in business.

This section also includes the Passport Program. As a career-readiness program, the Passport Program provides an opportunity for career-building skills and networking contacts to complement the business curriculum. Students become familiar with professional development, including job search techniques, resume building, networking and interview skills as well as other aspects of career exploration and readiness.

Our goal is to graduate self-motivated, ethically-minded individuals 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.

Advisory Boards and Committees

A number of advisory boards and committees have been established to assist various Programs within the Knauss School of Business in the following areas:

a. Developing and promoting relations between the Knauss School of Business and the business, not-for-profit and government communities.

b. Providing counsel and advice on existing and contemplated Programs of the Knauss School of Business .

c. Serving as liaisons between the Knauss School of Business and the San Diego community, the state and national sectors.

d. Advising the Dean and the Faculty on matters dealing with business Programs, curricula and activities.

e. Assisting in seeking sources of support for Knauss School of Business Programs and facilities.

f. Improving and facilitating recruiting and placement of graduates and alumni.

g. Advising the Knauss School of Business on ways and means of effective utilization of human and physical resources in business research projects and Programs.

Administration

Timothy Keane, PhD, Dean
Rangapriya (Priya) Kannan-Narasimhan, PhD, Associate Dean of Faculty
C. David Light, PhD, Associate Dean of Budgets and Operations
Kelli Bagley, MBA, Assistant Dean, Finance and Administration
Kacy Hayes, PhD, Assistant Dean, Student Success
Emily Hill, MBA, Assistant Dean, Marketing and Recruitment

Knauss School of Business Requirements

Degree requirements for all Knauss School of Business majors include successful completion of USD core curriculum requirements as set forth in this catalog, lower-division business preparatory ("Lower-Division Prep") courses, "Business Component" courses, "Major Component" courses, and the Career Readiness Passport Program ("Passport Program"). The Passport Program requires that a student attend a series of pre-approved professional development activities while a USD business major and before completing their degree (for more details, please go to the Knauss School of Business website at https://www.sandiego.edu/business/student-resources/career-services/passport-program.php). Regarding double majors in the Knauss School of Business, Lower-Division Prep and Business Component courses may double count for a double major in business. However, Major Component courses may not be double counted toward a second major. In the case of a Knauss School of Business major and minor combination, the Lower-Division Prep courses for the major and minor may double-count, but no Business Component or Major Component upper-division courses may be double-counted. A student will be asked to substitute an upper-division minor course requirement if the course is already counting toward their business component requirement in the major.

Upper-division business courses may be taken after a student completes 60 units. However, a select number of upper-division business courses may be taken after the student completes the appropriate prerequisites and 45 units. Currently, this includes the following courses:

- ACCT 300, ACCT 302, ACCT 306, ACCT 320
- BUAN 314/BUAN 370
- BUSN 361
- DSCI 300, DSCI 303
- ECON 302, ECON 304 , ECON 308 , ECON 310 , ECON 333
- ENTR 304/MGMT 304 , ENTR 310/MGMT 310, ENTR 320, ENTR 333/MGMT 333
- ETLW 302, ETLW 311
- FINA 300
- MGMT 300
- MKTG 300
- REAL 320

Students who are pursuing a business major are expected to complete all Lower-Division Prep courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all Lower-Division Prep courses by 60 units and recommending that they meet with a business advisor, if needed. Students who have completed 60-74 units but still have outstanding Lower-Division Prep courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the Lower-Division Prep courses then the student will not be able to register for any upper-division business courses until all of the Lower-Division Prep courses have been successfully completed with a C- or better (unless advisor approval is granted due to extenuating circumstances).

Undergraduate students cannot enroll in graduate business courses unless they are admitted to and enrolled in one of the combined degree programs listed below. Only undergraduate students in either the BACC/MACC or BACC/MTAX combined programs may enroll in specified graduate coursework. All other combined degree students will only enroll in graduate courses after the completion of their undergraduate degree.

Transfer of Credit for Business Courses

Course syllabi from non-USD courses are subject to review at any time in order to ensure the transferring course meets USD's course curriculum content and our continued high standards of academics.

In alignment with the university's transfer of credit policy, the Knauss School of Business requires that a grade of "C-" or better must be earned in order to transfer a business course to USD. A grade of "pass" or "satisfactory" is not acceptable for any business course. The Knauss School of Business generally does not accept any online courses or hybrid courses for continuing students to transfer in at the undergraduate level.

A first-semester transfer student may request pre-approval to take ECON 217 instead of ECON 216. The pre-approval criteria to take ECON 217 includes, but is not limited to, the following: 1) the student completed an approved statistics course with a grade of B or better prior to entering USD; 2) ECON 217 must be satisfied within two years of taking the transferred statistics course; and 3) the calculus prerequisite must be satisfied.

Current students of the university should receive pre-approval for any course they wish to take at another institution. The Request for Transfer Articulation form is completed online through the MySanDiego portal. In addition, current students are responsible for ensuring that the registration of any transferred course is in accordance with other university policies, such as the unit requirements, USD-equivalent course prerequisites, overload policy, and the university residence and the major residence requirements.

Combined Degree Programs

The Knauss School of Business offers the following four combined undergraduate/graduate degree programs:

- **Bachelor of Accountancy (BACC) / Master of Science in Accountancy (MACC)** - see the accountancy major for additional information.
- **Bachelor of Accountancy (BACC) / Master of Science in Taxation (MTAX)** - see the accountancy major for additional information.
- **Bachelor of Business Administration (BBA) / Master of Science in Business Analytics (MSBA)** - see below for additional information.
- **Bachelor of Business Administration (BBA) with the Supply Chain Major / Master of Science in Supply Chain Management (MSSCM)** - see the supply chain management major for additional information.

BBA/MSBA Combined Degree Program

Undergraduate juniors and seniors earning a BBA degree may apply for admission to the MS in Business Analytics program before graduation in order to apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted for the combined degree program following a process similar to the standard application procedure for admission to the MSBA program. Admitted students will have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 24 units while they have graduate student status in order to satisfy the combined degree program requirements.

The undergraduate courses below, with a grade of B or higher, may be used to fulfill graduate coursework.

Code	Title	Units
BUAN 371	Analytical Decision Modeling (For MSBA 506 Prescriptive Analytics)	3
or ISYE 440	Operations Research II	
BUAN 390	Business Analytics Strategy (For MSBA 500 Introduction to Data Analytics and Business Concepts))	3
or ECON 390	Business Analytics Strategy	
ECON 370	Applied Econometrics (For MSBA 501 Applied Statistics)	3
or ISYE 480	Data Science and Analytics	
or MATH 351	Mathematical Statistics	
or PSYC 305	Advanced Statistics	
ECON 471	Business Cycles and Forecasting (For MSBA 531 Forecasting and Applied Time Series Analysis)	3
BSCM 307	Supply Chain Analytics (For MSBA 535 Operations and Supply Chain 3 Analytics)	3
FINA 409	Financial Modeling and Analysis (For MSBA 532 Financial Analytics)	3
MKTG 411	Marketing Analytics (For MSBA 534 Marketing Analytics)	3

Upon completion of the BBA, admitted combined degree students will complete the remaining courses required for the MSBA degree.

Students interested in a combined BBA/MSBA program should consult the Graduate Catalog for program details and application requirements.

The Knauss School of Business' programs are supported by internationally recognized centers of excellence in international business, real estate, accountancy, supply chain management, entrepreneurship and innovation.

These centers and institutions help provide advanced education, training and career opportunities to students, faculty and the business community.

John Ahlers Center for International Business

The Ahlers Center for International Business develops global competitiveness for students, faculty, and community partners by leveraging economic research, business analytics and supply chain management to pursue international opportunities that build a more socially-responsible and prosperous region. The Center offers project-based learning opportunities for students through industry-serving programs that improve regional businesses' global competitiveness through international trade. The Center also fosters international business experiences for students and faculty by facilitating the International Business Mentoring program, the International Business Club, the Student International Business Council and cultivating international internships and career opportunities. For further information please visit the Ahlers Center for International Business website (https://www.sandiego.edu/business/centers-and-institutes/ahlers-international-business/).

Burnham-Moores Center for Real Estate

As a Center of Excellence within the Knauss School of Business, the mission of the Burnham-Moores Center for Real Estate (BMC) is to help recruit, educate and mentor real estate students with the goal of facilitating their career pursuits in a socially responsible manner and with a global perspective. The BMC accomplishes this mission through support of outstanding faculty and professional staff, dedicated career services, active industry involvement and outreach and relevant and applied research. This support by the BMC has resulted in three #1 rankings of the USD real estate program. For further information please visit the Burnham-Moores Center for Real Estate website (https://www.sandiego.edu/business/centers-and-institutes/burnham-moores-real-estate/).

Accountancy Institute

Take your accounting career to the next level by taking full advantage of the opportunities offered by the Accountancy Institute. Using our strong connections with the local accounting industry, we team up with Career Development, the Accounting Society and Beta Alpha Psi to offer you additional networking and career development events. A variety of professional growth opportunities available to you include a variety of speakers, linkages to the professional community, development of leadership skills, and strategies to fulfill the 150-hour requirement for obtaining CPA certification. Our institute is headed up by the same award-winning faculty who design our curriculum based upon their latest research findings—so you'll always be on top of the latest thought leadership. For further information, please visit the Accountancy Institute website (https://www.sandiego.edu/business/centers-and-institutes/accountancy-institute/).

Entrepreneurship and Innovation Catalyzer

Logic will get you from A to B. Imagination will take you everywhere. – Albert Einstein

The Entrepreneurship and Innovation Catalyzer (The CatalyZer) at the University of San Diego Knauss School of Business supports a top 50 ranked entrepreneurship and innovation program in the country. As a portal to all innovation and entrepreneurship activities at the University of San Diego, we give you the tools and resources to embrace your most creative ideas to build startups that create jobs. We also train you to continually innovate and positively transform existing businesses with your ideas. When you take part in our classes and events, you will join a unique startup community here at USD, one that encourages you to take your destiny into your own hands and propel you to new heights. Plus, you will get to connect with an incredible startup ecosystem — in San Diego and beyond. Through various initiatives, The Catalyzer brings together a world of established entrepreneurs, industry thought leaders, academic experts, startup innovators, brilliant venture capitalists, mentors, and students. Click on the Toreropreneur's Journey (https://www.sandiego.edu/business/documents/centers-and-institutes/free-enterprise-institute/toreropreneur-journey-flyer.pdf) to see the opportunities available to you through the CatalyZer. For further information please visit the Entrepreneurship and Innovation Catalyzer website (https://www.sandiego.edu/business/centers-and-institutes/entrepreneurship/) and for further questions reach us at entrepreneurship@sandiego.edu.

Supply Chain Management Institute

The Supply Chain Management Institute (SCMI) keeps working professionals and students on top of the latest industry knowledge. We support students through experiential learning and hosting one of the nation's only dedicated annual supply chain-focused career fairs. Our Fall Forum and Spring Symposium attract hundreds of practitioners and introduce them to innovative supply chain concepts through real-world case studies and interactive workshops. For further information, please visit the Supply Chain Management Institute website (https://www.sandiego.edu/business/centers-and-institutes/supply-chain-management-institute/).

Free Enterprise Institute

As a Center of Excellence within the Knauss School of Business, the Free Enterprise Institute (FEI) enables and empowers the next generation of innovative entrepreneurs to build and scale world class companies. The FEI accomplishes this effort with the support of outstanding faculty and staff, active industry involvement, community and campus based programs and a focus on applied and experiential learning. The FEI includes San Diego's #1 ranked accelerator, the Brink SBDC; the San Diego Angel Conference, and the Entrepreneurship and Innovation Catalyzer.

The Brink

The Brink is part of the San Diego & Imperial Small Business Development Center Network, which is funded in part through a cooperative agreement with the US Small Business Administration. SBDCs are a national program that serves small businesses (for-profit enterprises with fewer than 500 employees). The Brink SBDC is a specialty center focused on innovation, one of only a handful of its kind in the country. The Brink SBDC at USD provides world-class training and one-to-one consulting to business clients running or starting growth-oriented, innovation-based companies, resulting in economic growth and prosperity for the region while attaining the penta-bottom line (profit, people, planet, peace, prosperity). For further information, please visit the The Brink SBDC website (https://www.sandiego.edu/sbdc/).

Accountancy

Bachelor of Accountancy

The School of Business 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 become professionally certified accountants and compete in a diverse and fast-changing global professional environment.

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 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.

Combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to students in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree, then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are listed in the Accountancy major section. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

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.

Professional Accountancy Examinations

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses 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.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires 150 semester hours to complete the entire CPA certification for license. The California State Board of Accountancy will count any double counted course once as the State Board does not double count units posted to the two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, the student may only have 142 semester hours that could be counted toward the 150 semester hour requirement. Please be aware of this as it is possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become a CPA are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to required 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

The Accountancy Major

Students in the Bachelor of Accountancy program must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
MATH 130	Survey of Calculus	3
or MATH 133	Business Calculus	
Total Units		**19-23**

Major Requirements

The courses in the accountancy major serve two purposes:

a. They give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
b. They allow students to focus on the field of accountancy, i.e., the Major Component. The accountancy major is recommended for students who desire careers in public accounting and who plan on taking the Certified Public Accountant (CPA) Examination or for students interested in industry related accounting careers where the Certificate in Management Accounting (CMA) is desirable. This major is designed to meet all the accounting course requirements necessary to become a CPA in California. However, the BACC degree program will not provide the full 150 semester hours that are required to become California CPA. Students will need to complete a master's degree or will need to complete additional semester hours beyond the BACC degree to meet the 150 semester hour CPA requirement.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
MAJOR COMPONENT		
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 320	Ethics for Accountants	3
ACCT 401	Advanced Accounting	3
ACCT 407	Federal Tax Accounting II	3
ACCT 408	Auditing	3
Total Units		**51**

Grade Point Average Requirements and Transfer Restrictions

The 51 semester-hours taken within the Business Component courses and the Major Component 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 27 semester hours

of the upper division major. Additionally, all classes taken within the selected accountancy option must be completed with a grade point average of 2.0 or better, with no individual course grade below C–.

The accountancy major requires a minimum of 24 upper-division units in the major be completed at USD, of which 21 must be in the major component. 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

The Bachelor of Accountancy is, at a minimum, a three semester program and prerequisites are strictly enforced.

Freshman Year		
Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
CC or electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130 or 150	Survey of Calculus Calculus I	3-4
CC or electives		6
Sophomore Year		
Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
CC or electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
CC or electives		6-9
Junior Year		
Semester I		
ACCT 300	Intermediate Accounting I	3
ACCT 302	Cost Accounting	3
ACCT 306	Federal Tax Accounting I	3
MGMT 300	Organizational Behavior	3
CC or electives		3
Semester II		
ACCT 301	Intermediate Accounting II	3
ACCT 303	Accounting Information Systems	3
ACCT 407	Federal Tax Accounting II	3
DSCI 300	Foundations of Business Analytics	3
ETLW 302 or PHIL 332	Business and Society Business Ethics	3
CC or electives		3
Senior Year		
Semester I		
ACCT 320	Ethics for Accountants	3
ACCT 401	Advanced Accounting	3
DSCI 303	Operations Management	3
ETLW 311	Business Law I	3
CC or electives		3
Semester II		
ACCT 408	Auditing	3
MGMT 497	Strategic Management	3
CC or electives		9

Combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to students in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are offered only in the Fall or Spring semester. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 460/MACC 560, ACCT 461/MACC 561, and ACCT 462/MACC 562, and ACCT 464/MACC 564. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
Required Upper-Division Courses		
ACCT 300	Intermediate Accounting I	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
Elective Courses		
Select one accounting upper-division course (a total of 3 units):		3
ACCT 303-494		
Total Units		**18**

Business Administration

Knauss School of Business 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.

Click on the boxes above to view the curriculum for the major and minor.

The Business Administration Major

Students majoring in business administration must satisfy the USD core curriculum requirements as set forth in the catalog, the lower-division business courses in preparation for the major, the major requirements (i.e., the Business

Component and the Major Component), and the Professional Development Passport Program.

Lower Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

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:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
b. they give students electives to explore their interests in the field of business administration, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Elective Courses		
Select a Finance elective from the following (a total of three units):		3
FINA 401-409; FINA 411-494		
Select a Management elective from the following (a total of three units):		3
MGMT 301-494		
Select a Marketing elective from the following (a total of three units):		3
MKTG 301-494		
Select two additional School of Business upper-division classes (a total of six units):		6
ACCT 300-494; BSCM 300-499; BUAN 300-499; BUSN 300-499; DSCI 304-499; ECON 300-499; ENTR 300-494; ETLW 312-499; FINA 301-409; FINA 411-499; ITMG 300-499; MGMT 301-499; MKTG 301-499; or REAL 300-499		
Elective Courses Total Units		15
Total Units		**39**

The business administration major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Recommended Program of Study, Bachelor of Business Administration

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100 or BUSN 101	Information Systems Creating and Growing Sustainable Ventures	3
MATH 130 or 133	Survey of Calculus Business Calculus	3
Core or general electives		6

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6-9

Junior Year

Semester I		
ETLW 302 or PHIL 332	Business and Society Business Ethics	3

MGMT 300	Organizational Behavior	3
Core or general/major electives		9-12
Semester II		
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
Core or general/major electives		9
Senior Year		
Semester I		
DSCI 303	Operations Management	3
Core or general/major electives		12-15
Semester II		
MGMT 497	Strategic Management	3
Core or general/major electives		12

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
Required Upper-Division Courses		
MGMT 300	Organizational Behavior	3
Elective Courses		
Select two upper-division business electives (a total of six units)		6
BSCM 300-494; BUSN 300-494; DSCI 300-494; ENTR 300-494; ETLW 300-494; FINA 300-409; FINA 411-494; ITMG 300-494; MGMT 301-494; MKTG 300-494; REAL 300-494		
Total Units		**18**

Business Administration Sustainability Concentration

Business Administration students selecting the Sustainability concentration are required to complete a minimum of 12 course units with letter grades of C- or better. In an academic concentration, all 12 units that fulfill the concentration requirement can also be applied towards the electives of the Business Administration major or minor.

Code	Title	Units
Required Courses		
ETLW 403	Sustainability and Business	3
MGMT 312	Global Social Entrepreneurship	3
Total Required Units		6
Electives		
KSB Elective Courses: Select at least 1 course (3 units) from the following:		
BSCM 305	Sustainable Global Supply Chain Management	
BUSN 498	Internship (with preapproved sustainability focus)	
ECON 304	Urban Economics	
ECON 308	Environmental and Natural Resource Economics	
MGMT 306	Women in Management	
MGMT 494	Special Topics in Management (Diversity, Equity and Inclusion)	
A KSB sustainability related course approved by the department chair		
Non-KSB Elective Courses: Selects up to 1 course (3 units) from the following:		
EOSC 300	Environmental Issues	
ISYE 380	Sustainability and Engineering	
PHIL 338	Environmental Ethics	
PHIL 344	Environmental Justice	
POLS 349	Politics and the Environment	
SOCI 473	Sustainability: Sociological Perspectives	
A non-KSB sustainability related course approved by the department chair.		
Total Units of Sustainability Electives		6
Total Units for the Concentration		12

Business Analytics

There is an increasing demand for data-driven decision-making in business settings. Business Analytics is a growing field not only in the industry but also in academia. The main goal of these academic programs is to provide our students with greater opportunities to acquire more analytical skills as well as exposure to techniques and programs valued by the industry.

Click on the major and minor tabs above to view the curriculum.

The Business Analytics Major

Students majoring in business analytics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	

Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the business analytics major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,

b. they provide students with greater opportunities to acquire analytical skills as well as exposure to techniques and programs valued by the industry, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Required Courses		
BUAN 314	Descriptive Analytics & Data Management	3
BUAN 371	Analytical Decision Modeling	3
BUAN 381	Predictive Analytics & Big Data	3
or ECON 381	Predictive Analytics & Big Data	
BUAN 390	Business Analytics Strategy	3
or ECON 390	Business Analytics Strategy	
Required Courses Total Units		12
Elective Courses		
Select one of the following courses (3 units):		3
ACCT 433	Accounting Analytics	
BSCM 307	Supply Chain Analytics	
BUAN 470	Machine Learning	
ECON 340	Behavioral Economics	
ECON 370	Applied Econometrics	
ECON 375	Game Theory	
ECON 376	GIS Applications in Business	
ECON 471	Business Cycles and Forecasting	
FINA 409	Financial Modeling and Analysis	
MKTG 411	Marketing Analytics	
BUSN 498	Internship	
Elective Courses Total Units		3
Total Units		**39**

The business analytics major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop an individualized study plan with their academic advisor.

A sample study plan for the business analytics major is as follows:

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Total Units		15
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
MATH 130	Survey of Calculus	3
or 133	Business Calculus	
Core or general electives		6
Total Units		15-16

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Total Units		16
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6-9
Total Units		15-18

Junior Year

Semester I		
BUAN 314	Descriptive Analytics & Data Management	3
DSCI 300	Foundations of Business Analytics	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
MGMT 300	Organizational Behavior	3
Core or general electives		3-6
Total Units		15-18
Semester II		
BUAN 371	Analytical Decision Modeling	3
DSCI 303	Operations Management	3
ETLW 311	Business Law I	3
Core or general electives		6
Total Units		15

Senior Year

Semester I		
BUAN 381	Predictive Analytics & Big Data	3
or ECON 381	Predictive Analytics & Big Data	
Major elective		3

Core or general electives		9
Total Units		15
Semester II		
BUAN 390	Business Analytics Strategy	3
or ECON 390	Business Analytics Strategy	
MGMT 497	Strategic Management	3
Core or general electives		9
Total Units		15

Combined Degree Program (BBA/MSBA)

Juniors and seniors may pursue a combined BBA/MSBA program. Please see the Knauss School of Business requirements page of the catalog for additional information.

The Business Analytics minor provides a foundation in business analytics. The course requirements follow below.

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ECON 216	Stats for Business & Econ	4
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Required Upper-Division Courses		
BUAN 314	Descriptive Analytics & Data Management	3
BUAN 381	Predictive Analytics & Big Data	3
or ECON 381	Predictive Analytics & Big Data	
BUAN 390	Business Analytics Strategy	3
or ECON 390	Business Analytics Strategy	
Elective Courses		
Select one of the following:		
ACCT 433	Accounting Analytics	
BSCM 307	Supply Chain Analytics	
BUAN 371	Analytical Decision Modeling	
BUAN 470	Machine Learning	
ECON 340	Behavioral Economics	
ECON 370	Applied Econometrics	
ECON 376	GIS Applications in Business	
ECON 471	Business Cycles and Forecasting	
FINA 409	Financial Modeling and Analysis	
ITMG 320	Database Design and Business Intelligence Implementation	
MKTG 411	Marketing Analytics	
Elective Courses Total Units		3
Total Units		**19**

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.

Click on the major tab above to view the curriculum.

The Business Economics Major

Students majoring in business economics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major, as well as ECON 201 and ECON 202 in the Major Component.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor, if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the business economics major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and
b. they allow students to focus on the field of economics, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3

MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		18
MAJOR COMPONENT:		
Required Courses		
ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 473	Managerial Economics	3
ECON 497	Senior Seminar	3
Required Courses Total Units		15
Elective courses		
Any pre-approved ECON upper-division electives		6
Total Units		**39**

The business economics major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in economics.

Students will develop a study plan with their academic advisor.

A sample study plan for the business economics major:

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or 133	Business Calculus	
Core or general electives		6

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 201	Intermediate Microeconomics	3
ECON 216	Stats for Business & Econ	4
Core or general electives		6
Semester II		
ACCT 202	Principles of Managerial Accounting	3
ECON 202	Intermediate Macroeconomics	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		3

Junior Year

Semester I		
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
MGMT 300	Organizational Behavior	3
Core or general/major electives		12
Semester II		
ECON 370	Applied Econometrics	3
Core or general/major electives		12

Senior Year

Semester I		
ETLW 311	Business Law I	3
Core or general/major electives		12
Semester II		
ECON 473	Managerial Economics	3
ECON 497	Senior Seminar	3
Core or general/major electives		9

Economics

School of Business 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.

Click on the major and minor tabs above to view the curriculum.

The Economics Major

Students majoring in economics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the Major Component requirements, and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major, as well as ECON 201 and ECON 202 in the Major Component.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
Must receive pre-approval to register for ECON 217.		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus (or Calculus I)	
MATH 133	Business Calculus	

MATH 150	Calculus I	
Total Units		**16-21**

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and MATH 250 as well.

Major Component

Code	Title	Units
Required Courses		
ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 497	Senior Seminar	3
Required Courses Total Units		12
Elective Courses		
Select six additional upper-division economics courses for a total of 18 units: ECON 300-369; ECON 371-376; ECON 381/BUAN 381; ECON 390/ BUAN 390; ECON 414-494; ECON 496; ECON 499 or BUAN 470		18
Total Units		**30**

The economics major requires a minimum of 18 upper-division units in the major be completed at USD.

Recommended Program Of Study, Bachelor of Arts in Economics

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100 or BUSN 101	Information Systems Creating and Growing Sustainable Ventures	3
Core or general electives		6
MATH 133 or 150	Business Calculus Calculus I	3

Sophomore Year

Semester I		
ECON 202	Intermediate Macroeconomics	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 201	Principles of Financial Accounting	3
ECON 201	Intermediate Microeconomics	3
Core or general electives		12

Junior Year

Semester I		
ECON electives		6
Core or general electives		12
Semester II		
ECON 370	Applied Econometrics	3
ECON electives		6
Core or general electives		6

Senior Year

Semester I		
ECON elective		3
Core or general electives		12
Semester II		
ECON 497	Senior Seminar	3
ECON elective		3
Core or general electives		6

Minor Requirements

Code	Title	Units
Required Courses		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics [1]	3
ECON 202	Intermediate Macroeconomics [1]	3
Elective Courses		
ECON upper-division electives		6
Total Units		**18**

[1] An upper-division ECON elective may used to substitute for either ECON 201 or ECON 202, but not both.

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.

Click on the major and minor tabs above to view the curriculum.

The Finance Major

Students majoring in finance must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the finance major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,

b. they allow students to focus on the field of finance, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Required Courses		
FINA 402	Investments	3
FINA 404	Advanced Corporate Finance	3
FINA 408	Financial Statement Analysis	3
Required Courses Total Units		9
Elective Courses		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 409	Financial Modeling and Analysis	
FINA 410	Student Managed Investment Fund	
FINA 494	Special Topics in Finance	
Any pre-approved Finance elective, which may include a BUSN 498 internship		
Elective Courses Total Units		6
Total Units		**39**

The finance major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the finance major:

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100 or BUSN 101	Information Systems Creating and Growing Sustainable Ventures	3
MATH 130 or 133	Survey of Calculus Business Calculus	3
Core or general electives		6

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6-9

Junior Year

Semester I		
ETLW 302 or PHIL 332	Business and Society Business Ethics	3
MGMT 300	Organizational Behavior	3
FINA 402 or FINA 404 or FINA 408		3
Core or general/major electives		6-9
Semester II		
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
FINA 402 or FINA 404 or FINA 408		3
Core or general/major electives		6

Senior Year

Semester I		
DSCI 303	Operations Management	3
FINA 402 or FINA 404 or FINA 408		3
Core or general/major electives		6-9
Semester II		

MGMT 497	Strategic Management	3
Core or general/major electives		12

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
Required Upper-Division Courses		
FINA 300	Financial Management	3
FINA 402	Investments	3
Elective Courses		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
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 409	Financial Modeling and Analysis	
Total Units		**18**

International Business

The international business major prepares a student to conduct business with a global perspective - from serving customers and managing operations in international markets to taking a local business worldwide. The student will enhance learning with experience abroad and extended language studies. The student, also, has the option of incorporating regional expertise as a part of the international business major.

Click on the major and minor tabs above to view the curriculum.

The International Business Major

Students majoring in international business must satisfy the USD core curriculum requirements as set forth in the catalog, the lower-division business courses in preparation for the major, and the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the international business major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
b. they allow students to further explore international business and culture, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Required Foreign Language		
A fourth semester competency in a second language (in a modern language) with a grade of C- or better is required.		
Required International Studies		
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.		
Required Courses		
BUSN 361	Introduction to International Business	3
Select two of the following courses:		6
BSCM 300	Global Purchasing and Supply Management	
ETLW 313	International Business Law and Ethics	

ECON 333	International Economics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
Required Courses Total Units		9
Elective Courses		
Select three elective courses from List A (all three courses), or a combination of Lists A and B with a maximum of two courses from List B (see note under List B):		9
Total Units		**42**

List A: Pre-approved courses within the School of Business Administration (no limit):

Code	Title	Units
BSCM 300	Global Purchasing and Supply Management	
BUSN 339	Latin America Business Environment	
or ECON 339	Latin America Business Environment	
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	
or MKTG 306	Global Marketing Alternative	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
MGMT 414	International Management Consulting	
BUSN 498	Internship	
Additional courses may satisfy an elective requirement in the International Business major, if the focus is international business. Examples include BUSN 494, FINA 494, MGMT 494, and MKTG 494. Consult the Program Director for pre-approval and information about these courses.		

List 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).

Code	Title	Units
Africa		
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 309	Topics in African History	
POLS 360	Politics in Sub-Saharan Africa	
THRS 315	Islamic Thought and Culture	
Asia		
HIST 364	Topics in Asian History	
HIST 365	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
PHIL 476	Studies in Asian Philosophy	
POLS 358	Politics in South Asia	
POLS 368	Politics in China	
THRS 305	Buddhist Art and Pilgrimage in India	
THRS 312	The Hindu Tradition	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 326	Religion and the Performing Arts in Bali	
Latin America		
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 363	History of Brazil	
HIST 384	History of Mexico	
POLS 357	Politics in Latin America	
POLS 366	Politics in Mexico	
POLS 374	U.S.-Latin American Relations	
Middle East		
HIST 359	Modern Middle East	
POLS 359	Politics in the Middle East	
THRS 313	Jewish Faith and Practice	
THRS 315	Islamic Thought and Culture	
Europe		
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 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 333	Europe 1600-1800	
HIST 335	The Victorians in Literature & Film	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 343	History of Germany Since 1945	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 348	France in Revolution and War	
HIST 350	England 1348-1688: Plague to Revolution	
HIST 351	Modern Britain	
HIST 352	Victorian Britain and the World	
HIST 353	Topics in Russian and East European History	
HIST 354	History of Spain	
HIST 355	Ancient Near East	
PHIL 472	Studies in Modern European Philosophy	
POLS 355	Politics in Europe	
POLS 363	Politics in France	
POLS 365	Politics in Russia	

The International Business major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
Required Upper-Division Course		
BUSN 361	Introduction to International Business	3
Elective Courses		
Select two of the following:		6
BSCM 300	Global Purchasing and Supply Management	
BUSN 339	Latin America Business Environment	
or ECON 339	Latin America Business Environment	
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	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
MGMT 414	International Management Consulting	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
Any pre-approved upper-division international business elective, including region-specific international abroad courses.		
Total Units		**18**

Marketing Courses

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.

Click on the major and minor tabs above to view the curriculum.

The Marketing Major

Students majoring in marketing must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed.

Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the marketing major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,

b. they allow students to further explore the field of marketing, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Required Courses		
MKTG 410	Marketing Research	3
or MKTG 413	Marketing Research Alternative	
MKTG 420	Consumer Behavior	3
MKTG 495	Marketing Strategy	3
Required Courses Total Units		9
Elective Courses		

Select three of the following elective courses:		9
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
MKTG 308	Fashion Marketing	
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 411	Marketing Analytics	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 internship		
Elective Courses Total Units		9
Total Units		**42**

The marketing major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the marketing major:

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100 or BUSN 101	Information Systems Creating and Growing Sustainable Ventures	3
MATH 130 or 133	Survey of Calculus Business Calculus	3
Core or general electives		6

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6

Junior Year

Semester I		
ETLW 302 or PHIL 332	Business and Society Business Ethics	3
MGMT 300	Organizational Behavior	3
Core or general/major electives		12
Semester II		
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
MKTG 410	Marketing Research	3
Core or general/major electives		6

Senior Year

Semester I		
DSCI 303	Operations Management	3
MKTG 420	Consumer Behavior	3
Core or general/major electives		9
Semester II		
MGMT 497	Strategic Management	3
MKTG 495	Marketing Strategy	3
Core or general/major electives		9

Minor Requirements

Code	**Title**	**Units**
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
Required Upper-Division Courses		
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
MKTG 495	Marketing Strategy	3
Elective Courses		
Select two of the following:		6
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 410	Marketing Research	
or MKTG 413	Marketing Research Alternative	
MKTG 411	Marketing Analytics	
MKTG 420	Consumer Behavior	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 Internship		
Total Units		**18**

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.

Click on the major and minor tabs above to view the curriculum.

The Real Estate Major

Students majoring in real estate must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the real estate major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,

b. they allow students to further explore the real estate field, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Core Total Units		24
MAJOR COMPONENT:		
Required Courses [1]		
REAL 320	Principles of Real Estate	3
REAL 325	Financing Residential Real Estate	3
or REAL 326	Commercial RE Fin & Investment	
REAL 327	Legal Aspects of Real Estate	3
Required Courses Total Units		9
Elective Courses [2]		
Select two of the following courses:		6
REAL 324	Real Estate Market Analysis	
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 in Real Estate	
BUSN 498	Internship	
Elective Courses Total Units		6
Total Units		**39**

[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.

The real estate major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the real estate major:

Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
Semester II		
ECON 102	Principles of Macroeconomics	3

ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
MATH 130	Survey of Calculus	3
or 133	Business Calculus	
Core or general electives		6
Sophomore Year		
Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
REAL 320	Principles of Real Estate	3
Core or general electives		9
Junior Year		
Semester I		
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
REAL 327	Legal Aspects of Real Estate	3
Core or general/major electives		6
Semester II		
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
REAL 325	Financing Residential Real Estate	3
or 326	Commercial RE Fin & Investment	
Core or general/major electives		6
Senior Year		
Semester I		
DSCI 303	Operations Management	3
Core or general/major electives		12
Semester II		
MGMT 497	Strategic Management	3
Core or general/major electives		9

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3-4
Required Upper-Division Courses		
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	
Elective Courses		
Select one of the following:		3
REAL 324	Real Estate Market Analysis	
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 in Real Estate	
Total Units		**18-19**

Supply Chain Management

Nearly every product is the result of a complex supply chain. From the sourcing of raw materials to delivery of the finished product, supply chain management professionals are involved in every step along the way. In the supply chain management curriculum, students will learn the intricacies of operations—from production planning to inventory management and warehousing—as well as how to develop and maintain healthy supplier relationships both domestically and globally.

The Supply Chain Management Major

Students majoring in supply chain management must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Stats for Business & Econ	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Complete one of the following:		3-4
MATH 130	Survey of Calculus	
MATH 133	Business Calculus	
MATH 150	Calculus I	
Total Units		**19-24**

Major Requirements

The courses in the supply chain management major serve two purposes:

a. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
b. they allow students to further explore the supply chain management field, i.e., the Major Component.

Code	Title	Units
BUSINESS COMPONENT:		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
MAJOR COMPONENT:		
Required Courses		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management	3
Required Courses Total Units		6
Elective Courses		
Select one of the following courses:		3
BSCM 303	Strategic Cost Management	
BSCM 305	Sustainable Global Supply Chain Management	
Select two of the following courses:		6
BSCM 303	Strategic Cost Management	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	
BUSN 498	Internship	
ETLW 312	Business Law II	
Elective Courses Total Units		9
Major Component Total Units		15
Total Units		**39**

The supply chain management major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Combined Degree Program (BBA/MSSCM)

Undergraduates who are completing a degree in supply chain management can apply for admission to the MS in Supply Chain Management program before finishing the BBA. Students may apply up to 11 units of coursework toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate (and must be submitted before they graduate), following a process similar to the standard application procedure for admission to the MSSCM program. Admitted students have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 19 units while they have graduate student status in order to satisfy the combined degree program requirements. (Note: The combined degree program is designed for students pursuing the General Supply Chain Management track within the MSSCM program. Students who pursue the Health Care Supply Chain Management track within the MSSCM program will need to complete additional units/courses.)

The following BSCM courses, with a grade of B or better, may be counted towards both the BBA and MS degrees:

- DSCI 303 Operations Management (3 units) will count for MSCM 504 Operations Management (3 units)
- BSCM 300 Global Purchasing and Supply Management (3 units) will count for MSCM 503 Supply Management (3 units)
- BSCM 303 Strategic Cost Management (3 units) will count for MSCM 512 Strategic Cost Management (3 units)
- BSCM 305 Sustainable Global Supply Chain Management (3 units) will count for MSCM 514 Sustainable Global Supply Chain Management (2 units)

Students interested in a combined BBA/MSSCM program should consult the Graduate Catalog for program details and application requirements.

Students will develop a study plan with their academic advisor.

A sample study plan for the supply chain management major:

Freshman Year

Semester I		**Units**
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9-12
Semester II		
ECON 102	Principles of Macroeconomics	3
ITMG 100 or BUSN 101	Information Systems Creating and Growing Sustainable Ventures	3
MATH 130 or 133	Survey of Calculus Business Calculus	3
Core or general electives		6

Sophomore Year

Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Stats for Business & Econ	4
Core or general electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		9

Junior Year

Semester I		
DSCI 303	Operations Management	3
ETLW 302 or PHIL 332	Business and Society Business Ethics	3

MGMT 300	Organizational Behavior	3
Core or general/major electives		6
Semester II		
BSCM 300	Global Purchasing and Supply Management	3
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
Core or general/major electives		6
Senior Year		
Semester I		
BSCM 302	Introduction to Supply Chain Management	3
BSCM 305	Sustainable Global Supply Chain Management	3
Core or general/major electives		9
Semester II		
MGMT 497	Strategic Management	3
BSCM 303 or 307	Strategic Cost Management Supply Chain Analytics	3
Core or general/major electives		9

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
Required Upper-Division Courses		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management (only offered once a year during fall semester)	3
Elective Courses		
Select one of the following:		3
BSCM 303	Strategic Cost Management (only offered once a year during spring semester)	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	
ETLW 312	Business Law II	
Total Units		**18**

Minors

Minors are open to all undergraduate students, including students outside the School of Business degree programs. For students majoring in the School of Business, upper-division courses taken in the major may not be counted toward the minor; only the lower-division courses 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 Management are permitted to use ECON 101 and ACCT 201 in preparation of their Business Administration major and their minor. However, MGMT 300 and a Management elective, required for the Business Administration major, can not be counted for the minor. Rather, two additional Management electives must be taken in order to meet the nine upper-division electives required for the minor. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the minors.

In addition to the specific curriculum requirements for each minor, successful completion of all minors in the School of Business requires: a minimum cumulative GPA of 2.0, a grade of C- or better in all lower division courses, and a minimum of six upper division units must be completed at USD, earning a grade of C- or better in each.

Accounting Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
Required Upper-Division Courses		
ACCT 300	Intermediate Accounting I	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
Elective Courses		
Select one accounting upper-division course (a total of 3 units):		3
ACCT 303-494		
Total Units		**18**

Business Analytics Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ECON 216	Stats for Business & Econ	4
ITMG 100	Information Systems	3
or BUSN 101	Creating and Growing Sustainable Ventures	
Required Upper-Division Courses		
BUAN 314	Descriptive Analytics & Data Management	3
BUAN 381	Predictive Analytics & Big Data	3
or ECON 381	Predictive Analytics & Big Data	
BUAN 390	Business Analytics Strategy	3
or ECON 390	Business Analytics Strategy	
Elective Courses		
Select one of the following:		
ACCT 433	Accounting Analytics	
BSCM 307	Supply Chain Analytics	
BUAN 371	Analytical Decision Modeling	
BUAN 470	Machine Learning	
ECON 340	Behavioral Economics	
ECON 370	Applied Econometrics	
ECON 376	GIS Applications in Business	
ECON 471	Business Cycles and Forecasting	
FINA 409	Financial Modeling and Analysis	
ITMG 320	Database Design and Business Intelligence Implementation	
MKTG 411	Marketing Analytics	
Elective Courses Total Units		3
Total Units		**19**

Business Administration Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
Required Upper-Division Courses		
MGMT 300	Organizational Behavior	3
Elective Courses		
Select two upper-division business electives (a total of six units)		6
BSCM 300-494; BUSN 300-494; DSCI 300-494; ENTR 300-494; ETLW 300-494; FINA 300-409; FINA 411-494; ITMG 300-494; MGMT 301-494; MKTG 300-494; REAL 300-494		
Total Units		**18**

The Economics Minor

Minor Requirements

Code	Title	Units
Required Courses		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics [1]	3
ECON 202	Intermediate Macroeconomics [1]	3
Elective Courses		
ECON upper-division electives		6
Total Units		**18**

[1] An upper-division ECON elective may used to substitute for either ECON 201 or ECON 202, but not both.

Entrepreneurship Minor

In the School of Business entrepreneurship classes, students learn foundational leadership and venture-vetting skills appropriate for starting a new business, advancing in their current company or joining a brand-new business (versus one that's already established).

Throughout the program, students learn to think just like a founder or C-level executive, including how to identify potential socially innovative opportunities, prepare business plans and deal with legal issues. With our close connections to the San Diego business community, students have the opportunity to network with industry leaders both in and outside of the classroom.

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
BUSN 101	Creating and Growing Sustainable Ventures	3
or ECON 101	Principles of Microeconomics	
Required Upper-Division Courses		
ENTR 304	Entrepreneurship and New Ventures	3
or MGMT 304	Entrepreneurship and New Ventures	
Select one of the following (a total of 3 units):		3
ENTR 310	Innovation and Design Thinking	
or MGMT 310	Innovation and Design Thinking	
ENTR 333	Torero Ventures Lab	
or MGMT 333	Torero Ventures Lab	
Elective Courses		
Select two courses from the following (a total of 6 units):		6
BUSN 377	Negotiation in a Global Business Environment	
ENTR 302	Family Business	
or MGMT 302	Family Business	
ENTR 308	Small Business Management	
or MGMT 308	Small Business Management	
ENTR 312	Global Social Entrepreneurship	
or MGMT 312	Global Social Entrepreneurship	
ENTR 320	Emerging Trends in Entrepreneurship	
FINA 407	New Venture Finance	
MGMT 311	Business Leadership	
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
Total Units		**18**

Finance Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
Required Upper-Division Courses		
FINA 300	Financial Management	3
FINA 402	Investments	3
Elective Courses		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
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 409	Financial Modeling and Analysis	
Total Units		**18**

Information Technology Management Minor

Whether big or small, business and government entities rely on tech-savvy people with to keep productivity thriving through technology and information systems best practices. In this minor, students learn how to solve business problems using the Internet, databases and programming software. Students can also choose to study digital design and development—including how to build an interactive

website or design a mobile app—so they can really stand out in today's 21st century workplace.

Minor Requirements

Code	Title	Units
Required Courses		
ECON 101	Principles of Microeconomics	3-4
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	
ITMG 320	Database Design and Business Intelligence Implementation	
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 in Information Technology Management	
Select one of the following:		3
BSCM 300	Global Purchasing and Supply Management	
BSCM 302	Introduction to Supply Chain Management	
COMP 345	Database Management Systems Design	
COMP 380	Neural Networks	
EOSC 313	Geospatial Information Systems for Organizations	
EOSC 314	Introduction to GIS	
MKTG 340	Social Media Marketing	
MKTG 410	Marketing Research	
or MKTG 413	Marketing Research Alternative	
MKTG 411	Marketing Analytics	
Total Units		**18-19**

International Business Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
Required Upper-Division Course		
BUSN 361	Introduction to International Business	3
Elective Courses		
Select two of the following:		6
BSCM 300	Global Purchasing and Supply Management	
BUSN 339	Latin America Business Environment	
or ECON 339	Latin America Business Environment	
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	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
MGMT 414	International Management Consulting	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
Any pre-approved upper-division international business elective, including region-specific international abroad courses.		
Total Units		**18**

Law and Ethics Minor

A minor in law and ethics gives students a great foundation for understanding the legal, ethical and social responsibility of business. The law and ethics minor is open to every undergraduate at USD. Through case studies and experiential learning, students will master topics like economics, business law and negotiations and will get to practice real-life negotiations common among a variety of different cultures. Students will also have access to skill-building electives like *Legal Aspects of Real Estate* and *Global Social Entrepreneurship*.

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
Required Upper-Division Courses		
BUSN 377	Negotiation in a Global Business Environment	3
Select one of the following:		3
ETLW 312	Business Law II	
ETLW 313	International Business Law and Ethics	
Elective Courses		**6**
Select two of the following:		
ECON 308	Environmental and Natural Resource Economics	
ECON 327	Law and Economics	
ETLW 302	Business and Society	
ETLW 311	Business Law I	
ETLW 403	Sustainability and Business	
MGMT 300	Organizational Behavior	
MGMT 301	Organizational Theory and Global Leadership	
MGMT 306	Women in Management	
MGMT 311	Business Leadership	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
REAL 327	Legal Aspects of Real Estate	
POLS 321	Constitutional Law and American Government:Federalism and Separation of Powers	
Total Units		**18**

Management Minor

Managers oversee everything from product development to processes. But any management job is really about managing people. In this minor, students will build a broad foundation in business and leadership skills to help them manage

their own set of employees one day. Through case studies and experiential exercises, students will learn how motivation, group dynamics, conflict and other organizational behavior affect employees and their productivity. With electives like Human Resource Management and Small Business Management, students have the opportunity to apply basic training, staffing and compensating concepts to any small-sized company.

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
Required Upper-Division Courses		
MGMT 300	Organizational Behavior	3
MGMT 301	Organizational Theory and Global Leadership	3
Elective Courses		
Select two of the following:		6
MGMT 302	Family Business	
or ENTR 302	Family Business	
MGMT 303	Interpersonal Relations	
MGMT 304	Entrepreneurship and New Ventures	
or ENTR 304	Entrepreneurship and New Ventures	
MGMT 305	Career Development	
MGMT 306	Women in Management	
MGMT 307	Human Resource Management	
MGMT 308	Small Business Management	
or ENTR 308	Small Business Management	
MGMT 309	International Comparative Management	
MGMT 310	Innovation and Design Thinking	
or ENTR 310	Innovation and Design Thinking	
MGMT 311	Business Leadership	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
MGMT 414	International Management Consulting	
Total Units		**18**

Marketing Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
Required Upper-Division Courses		
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
MKTG 495	Marketing Strategy	3
Elective Courses		
Select two of the following:		6
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 410	Marketing Research	
or MKTG 413	Marketing Research Alternative	
MKTG 411	Marketing Analytics	
MKTG 420	Consumer Behavior	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 Internship		
Total Units		**18**

Real Estate Minor

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3-4
Required Upper-Division Courses		
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	
Elective Courses		
Select one of the following:		3
REAL 324	Real Estate Market Analysis	
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 in Real Estate	
Total Units		**18-19**

Supply Chain Management Minor

Nearly every product is the result of a complex supply chain. From the moment products are sourced as raw materials to how they ultimately land in our hands, supply chain management professionals are involved every step of the way. In a supply chain management minor, students will learn all the ins and outs of operations from production planning to inventory management and warehousing. Students will also study how to develop and maintain successful supplier relationships both domestically and globally. (Because everyone benefits from a happy supply chain.)

Minor Requirements

Code	Title	Units
Required Lower-Division Courses		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
Required Upper-Division Courses		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management (only offered once a year during fall semester)	3
Elective Courses		
Select one of the following:		3
BSCM 303	Strategic Cost Management (only offered once a year during spring semester)	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	
ETLW 312	Business Law II	
Total Units		**18**

School of Business Certificates

Academic certificate programs are open to all undergraduate students, including students outside the School of Business degree programs. Similar to a minor but with fewer course requirements, academic certificate programs are a great way for students to create a specialization in an area of interest without the same level of academic commitment required for a minor or major. Further, starting down the exploratory path of an academic certificate program could easily lead to a minor or major instead of the certificate – students can't get both in the same subject area – if students wish to continue to pursue this field of academic study even further.

Please note that for students majoring in the School of Business, upper-division courses taken in the major may not be counted toward the certificate. For example, students who are majoring in Business Administration and receiving a Certificate in Innovation and Entrepreneurship, ENTR 333 Torero Ventures Lab (a required upper division elective for the certificate) can not be counted towards the Business Administration major. Rather, an additional Business Administration upper-division elective must be taken in order to meet the upper-division electives required for the major. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the certificates.

In addition to the specific curriculum requirements for each certificate, successful completion of all academic certificates in the School of Business requires (in that certificate program): (a) a minimum cumulative GPA of 2.0 in upper-division courses, (b) a grade of C- or better in upper-division courses, (c) courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis and (d) at least 50% of upper division units must be completed at USD.

Certificate in Innovation and Entrepreneurship

The Innovation and Entrepreneurship Certificate program is an innovative course of study that develops and certifies students to become ethical entrepreneurial leaders in a variety of business fields. We believe entrepreneurship training is not just for entrepreneurs. The entrepreneurial mindset focusing on creativity, resilience, risk taking along with critical thinking, problem-solving, interpersonal, and communication skills are indispensable for the future of work. The coursework in the program is project-based and experiential, designed to prepare students to start their own businesses or add value to existing businesses through innovative ideas. Students study issues critical to the sector, develop ethical entrepreneurial leadership competencies and participate in at least one entrepreneurship competition offered by the School of Business. The program is available to degree seeking undergraduate students. Students have the option of completing the 12-unit certificate program in conjunction with any USD undergraduate degree program.

Code	Title	Units
Required Lower-Division Courses		
BUSN 101	Creating and Growing Sustainable Ventures	3
Required Upper-Division Courses		
ENTR 304	Entrepreneurship and New Ventures	3
or ENTR 310	Innovation and Design Thinking	
ENTR 320	Emerging Trends in Entrepreneurship	3
ENTR 333	Torero Ventures Lab	3
Total Units		**12**

Code	Title	Units
Competition Requirement		
All students must participate in at least one of the entrepreneurship competitions offered by the School of Business:		
a. Fowler Business Concept Challenge		
b. Fowler Global Social Innovation Challenge		
c. Venture Vetting Competition		
d. An entrepreneurship competition pre-approved by the Chair of the Innovation & Entrepreneurship Department		

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Knauss School of Business Courses

ACCT 201 | PRINCIPLES OF FINANCIAL ACCOUNTING
Units: 3 Repeatability: No
Prerequisites: ECON 101 or BUSN 101 or ITMG 100
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 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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 294 | SPECIAL TOPICS IN ACCOUNTING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ACCT 300 | INTERMEDIATE ACCOUNTING I
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 301 | INTERMEDIATE ACCOUNTING II
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course completes the examination of the financial accounting process begun in ACCT 300 by examining liabilities, owners' equity, lease accounting, dilutive securities, revenue recognition issues, cash flow statement, and accounting for deferred taxes and other specialty financial accounting areas. While our focus will be on GAAP, the requirements of IFRS and the differences between GAAP and IFRS will be covered in the course.

ACCT 302 | COST ACCOUNTING
Units: 3 Repeatability: No
Prerequisites: ACCT 202 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 303 | ACCOUNTING INFORMATION SYSTEMS
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 320 | ETHICS FOR ACCOUNTANTS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
Prerequisites: ACCT 202 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Course develops student skills to recognize and apply ethical concepts within accounting and financial reporting engagements. The course covers theoretical foundations of ethical decision making and then shows the application of those ethical foundations to real life situations that accountants might encounter. Understanding the overall ethical responsibilities accountants have to protect the public interest is emphasized. This may be taken after 45 units are completed.

ACCT 401 | ADVANCED ACCOUNTING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ACCT 301 with a minimum grade of C- (Can be taken Concurrently) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 303 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 425 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and FINA 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 430 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 431 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Applied research skills are essential for practicing financial accountants and auditors. This course focuses on helping professional accountants acquire applied research skills that will enable them to access relevant professional guidance, to understand it and to apply it. Case analyses will be performed by students using the Internet and other relevant research materials. Students will prepare case analysis based upon their research and will present their results in oral presentations and in professional write-ups. Research on relevant ethical issues in the profession will be a critical part of the cases examined in the course. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 433 | ACCOUNTING ANALYTICS
Units: 3 Repeatability: No
Prerequisites: ACCT 303
Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

ACCT 435 | NOT-FOR-PROFIT ACCOUNTING
Units: 3 Repeatability: No
This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

ACCT 440 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course will focus on current controllership and strategic cost management topics. Topics to be studied include activity based costing, balanced scorecard, benchmarking and management control systems. Teaching methods include lecture or discussions, case studies and presentations. Development of appropriate values and ethics needed by company controllers is included in the course. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 460 | TAX RESEARCH
Units: 3 Repeatability: No
Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 461 | PARTNERSHIP TAXATION
Units: 3 Repeatability: No
Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5)understand non-corporate tax planning techniques, (6)understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 462 | ESTATE AND GIFT TAXATION AND PLANNING
Units: 3 Repeatability: No
Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 464 | ADVANCED CORPORATE TAXATION
Units: 3 Repeatability: No
Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 480 | INTERNATIONAL ACCOUNTING STANDARDS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 and (MATH 130 or MATH 133 or MATH 150 or MATH 151) and ACCT 481
Corequisites: ACCT 481
The student of international accounting issues is crucial for effective interpretation and analysis of financial information from companies around the world. Topics include financial reporting practices, taxes, business operations or multilateral corporations, foreign currency translation, and transfer pricing. Note: ACCT 480 and ACCT 481 must be taken concurrently.

ACCT 481 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 480 (Can be taken Concurrently)
Corequisites: ACCT 480
The primary goal of the course is to immerse students from a physical, cultural and intellectual perspective with an emphasis on doing business in the U.K., France, and Italy. The students will study the differences and similarities of the management systems in Western Europe as well as the parts of the world. Note: ACCT 480 and ACCT 481 must be taken concurrently.

ACCT 492 | TAX CONSULTING SIMULATION
Units: 3 Repeatability: No
Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing.
The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class.

ACCT 494 | SPECIAL TOPICS IN ACCOUNTING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
An in-depth analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ACCT 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of accountancy under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

ACCT 498 | INTERNSHIP
Units: 1-3
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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: 1-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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.

BSCM 294 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BSCM 300 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT
Units: 3 Repeatability: No
Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

BSCM 302 | INTRODUCTION TO SUPPLY CHAIN MANAGEMENT
Units: 3
Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

BSCM 303 | STRATEGIC COST MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 202 with a minimum grade of C- and BSCM 300 (Can be taken Concurrently) and ECON 101 with a minimum grade of C-
This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions.

BSCM 305 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Undergraduate Research
The increasing globalization of suppliers and customers has focused concern on issues of sustainable and socially responsible management across global supply chains. In this course, we explore the main risks, opportunities and practices we now see in global supply chain management relating to both conceptual and practical perspectives on sustainable practice. Mastery of subject matter will be developed through academic and applied research, and demonstrated by expository writing leading to production of a publishable quality final paper.

BSCM 307 | SUPPLY CHAIN ANALYTICS
Units: 3 Repeatability: No
Advances in information technologies allow companies to collect data in the amount and speed that have never been before. For instance, Wal#Mart captured 20 million transactions per day in 2003 in their database system. A new question then arises: What can we learn from them to help us make better decisions? We will learn some of the techniques to help us address that question in operations management. This course develops advanced ability to use quantitative methods and Excel spreadsheet to build effective models for operational decisions. The course introduces analytical and modeling tools for operations and supply chain management topics including inventory control, supply chain network design, logistic planning, demand planning.

BSCM 494 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BSCM 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of supply chain management under the supervision of a faculty member. 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.
A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

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

BUAN 294 | SPECIAL TOPICS IN BUSINESS ANALYTICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business analytics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUAN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

BUAN 314 | DESCRIPTIVE ANALYTICS & DATA MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Advances in our capability to generate and collect information coupled with decreasing disk#space prices are pushing us toward a world centered around data management. Data preparation and storage are the foundation of today's business analytics. They ensure data are properly processed for later meaningful analysis. Data preparation includes data cleansing and data transformation. The objective of data preparation is to collect the data from various sources into a single location and transform it into a form that is ready for later analysis. Databases are at the heart of modern commercial application development for data storage. Once data is prepared and properly stored, the first step of analysis usually involves summarizing basic facts about what has happened in the past. This preliminary examination of data falls in the category of descriptive analytics (exploratory data analysis). The purpose of this course is to provide a comprehensive introduction of the data management process # from data preparation, storage, to descriptive analytics applications. (Course can be taken upon completion of 45 units and completion of all other prerequisites.).

BUAN 370 | DESCRIPTIVE ANALYTICS & DATA MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Advances in our capability to generate and collect information coupled with decreasing disk#space prices are pushing us toward a world centered around data management. Data preparation and storage are the foundation of today's business analytics. They ensure data are properly processed for later meaningful analysis. Data preparation includes data cleansing and data transformation. The objective of data preparation is to collect the data from various sources into a single location and transform it into a form that is ready for later analysis. Databases are at the heart of modern commercial application development for data storage. Once data is prepared and properly stored, the first step of analysis usually involves summarizing basic facts about what has happened in the past. This preliminary examination of data falls in the category of descriptive analytics (exploratory data analysis). The purpose of this course is to provide a comprehensive introduction of the data management process # from data preparation, storage, to descriptive analytics applications. (Course can be taken upon completion of 45 units and completion of all other prerequisites.).

BUAN 371 | ANALYTICAL DECISION MODELING
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Many business situations can be represented by quantitative models, typically on spreadsheets. This course introduces prescriptive analytics, which is the branch of analytics focusing on identifying the best course of actions. The course will introduce quantitative models for business decision#making. Much emphasis will be placed on practical applications of the models. Topics to be covered include linear programming, integer programming, network models, non#linear programming and Monte Carlo simulation. The primary goal is to acquaint students in business and relevant disciplines with useful concepts, theories, and solution methods in predictive analytics. The problems examined in this course are simplified versions of those that may be encountered in many areas of business. While the approach is quantitative, this is not a mathematics course # we will not prove theorems or solve systems of equations. Instead, we will focus on problem formulation and rely on Excel to do the heavy lifting. In other words, we will focus on developing your model#building skills and managerial interpretation of results.

BUAN 381 | PREDICTIVE ANALYTICS & BIG DATA
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of “what will (or could) happen?” This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

BUAN 390 | BUSINESS ANALYTICS STRATEGY
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- and BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ “big data for social good”, social media).

BUAN 470 | MACHINE LEARNING
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 381 or ECON 381)
The goal of the class is to develop practical working knowledge of the tools and methods for using machine learning, as well as talking knowledge of underlying concepts that go into algorithms, so that one can explain why/how methods apply for different kinds of use cases. The class combines in class demonstrations/ tutorials of certain tools/languages, such as Weka, R, Python, with graphical depictions/programming exercises that involve certain mathematical concepts, including maximizing fit/optimization, dimension reduction/matrix factorization, evaluation methods, Bayesian learning, matrix operations, etc.. Content includes various predictive models, such as Random Forests, Naïve Bayes, and larger landscape of models relate, including the latest Neural Networks for deep learning. Data techniques will be reviewed or discussed as needed, but the emphasis will be on models.

BUAN 494 | SPECIAL TOPICS IN BUSINESS ANALYTICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business analytics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUAN 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of Business Analytics under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

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

BUSN 101 | CREATING AND GROWING SUSTAINABLE VENTURES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will also introduce information technologies and business applications such as Microsoft Excel to analyze and present business ideas. The course will also include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

BUSN 294 | SPECIAL TOPICS IN BUSINESS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUSN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

BUSN 309 | LGBTQ IN BUSINESS AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 133 or MATH 150)
This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

BUSN 339 | LATIN AMERICA BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C- or MATH 133 with a minimum grade of C-)
This course is designed to prepare participants to work effectively in or with Latin America organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

BUSN 361 | INTRODUCTION TO INTERNATIONAL BUSINESS
Units: 3 Repeatability: No
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

BUSN 377 | NEGOTIATION IN A GLOBAL BUSINESS ENVIRONMENT
Units: 3
In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

BUSN 383 | PROJECT MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
This course provides you with hands-on project management concepts, covering different project phases as well as several project-leadership practices. In addition, the class content consists of agile project management techniques, such as SCRUM, Scrumban, and/or hybrid agile conceptualizations. Course topics may include work breakdown structures, project organizational techniques, project leadership structures, risk analysis and mitigation practices, crisis management techniques, quality assurance, and/or modern agile project management techniques. Teaching methods can include case studies, simulations, lectures, and/or field-work with organizations.

BUSN 401 | BUSINESS COMMUNICATION
Units: 3 Repeatability: No
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.

BUSN 494 | SPECIAL TOPICS IN BUSINESS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUSN 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of business administration under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

BUSN 498 | INTERNSHIP
Units: 1-3 Repeatability: No
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See the university class schedule for special meeting times. This course is restricted to School of Business majors who have completed at least 75 units and School of Business minors who have completed at least 90 units with instructor's approval. It may not be repeated for credit.

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

DSCI 294 | SPECIAL TOPICS IN DECISION SCIENCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

DSCI 300 | FOUNDATIONS OF BUSINESS ANALYTICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: (ITMG 100 or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently))
Business analytics skills are essential in the business world and this course provides a fundamental competence and understanding of descriptive, predictive and prescriptive analytics tools. The objective of the course is to develop students' ability in applying analytical and quantitative tools in business decision making. To achieve this objective, the course will introduce the general classes of analytical models, their applications in business contexts as well as problem formulation and solution techniques. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.). (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

DSCI 303 | OPERATIONS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Students employ a managerial perspective to develop a strategic view of operations and supply chain management in a wide range of contemporary contexts (with a primary focus on process management within and across organizations). Students develop critical skills and master material relating to the fundamental role played by operations in the competitive performance of an organization. Among the critical skills and areas of mastery students develop are process analysis, process design, process improvement, supply chain management, capacity planning & control, inventory management, quality planning, quality control, strategic improvement techniques and risk management. The course incorporates concerns for corporate social responsibility. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

DSCI 494 | SPECIAL TOPICS IN DECISION SCIENCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
An in-depth analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

DSCI 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of decision science and operations under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

DSCI 499 | INDEPENDENT STUDY
Units: 1-3
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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.

ECON 101 | PRINCIPLES OF MICROECONOMICS
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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, market equilibrium, market failures, the workings of input markets, international trade and the role of the government in the economy.

ECON 102 | PRINCIPLES OF MACROECONOMICS
Units: 3
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- (Can be taken Concurrently) or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- (Can be taken Concurrently) or MATH 151 with a minimum grade of C- (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: 2-3
Prerequisites: ECON 102 with a minimum grade of C-
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 | STATS FOR BUSINESS & ECON
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-
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 217 | APPLIED REGRESSION ANALYSIS
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
A course in applied regression analysis with applications to Business and Economics. Emphasis on simple and multiple regression modeling and interpretation of results. Topics include a review of hypothesis testing for means and proportions; correlation; simple and multiple regression analysis including linear and non-linear models, residual analysis, the use of categorical variables, time series analysis, and forecasting. Extensive computer analysis of data, especially using Microsoft Excel.

ECON 294 | SPECIAL TOPICS IN ECONOMICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ECON 302 | PUBLIC FINANCE
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 304 | URBAN ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C-
The application of economic analysis to environmental issues and the management of natural resources. Topics include the theory underlying the economic impact of pollution and the policies used to deal with it, the methodologies utilized to conduct environmental economic analysis, renewable and non-renewable resource management, sustainability issues, and economic perspectives on climate change. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ECON 309 | LGBTQ IN BUSINESS AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and ECON 102 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 133 with a minimum grade of C-)
This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

ECON 310 | MONEY AND BANKING
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 322 | LABOR ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 327 | LAW AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The microeconomic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Topics include the economic analysis of property rights, ownership solutions to environmental problems, the economics of various contract designs, and the efficiency of tort liability rules.

ECON 333 | INTERNATIONAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An analysis of the determinants of economic development and growth in developing 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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 population, income distribution, industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt.

ECON 339 | LATIN AMERICA BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to prepare participants to work effectively in or with Latin American organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

ECON 340 | BEHAVIORAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Behavioral Economics is the study of the decision-making process of individuals and institutions to provide insight into the actions of individuals and business firms. This course combines quantitative methodology and analytic tools with insights from decision theory. There will be a special focus on how businesses can gain insights about individuals' decisions, motivation, and judgements from experiments, surveys, and data analytics. Analytics tools explored will include, but are not limited to, experiment design, survey design, A/B testing. The course will aim to inform future managers, analysts, consultants, and advisors of the psychological processes and biases underlying economic decision-making, with an emphasis on how to incorporate such insights into business strategies.

ECON 353 | SPORTS ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: (ECON 102 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
A hands-on experience in econometric analysis designed to help students to acquire the skills necessary to carry out their own empirical research in economics. Various aspects of empirical research in economics will be covered, including development of testable economic models, appropriate use of data, and specification and estimation of econometric models. Topics covered include: Ordinary Least Squares (OLS) applied to simple and multiple regression models, hypothesis testing, proper specification of models, multicollinearity, heteroskedasticity, serial correlation, cross sectional and time series models, binary-choice models, simultaneous equation models, panel data analysis, and forecasting. This course focuses on the development of practical skills associated with constructing regression equations that describe data sets appropriately, and providing economic interpretations to the results. The course includes hands-on laboratory assignments using Stata software.

ECON 375 | GAME THEORY
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 376 | GIS APPLICATIONS IN BUSINESS
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Prerequisites: (BUSN 101 or ITMG 100) and (MATH 130 or MATH 133 or MATH 150 or MATH 151). Prerequisites require a C- or better.

ECON 381 | PREDICTIVE ANALYTICS & BIG DATA
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of “what will (or could) happen?” This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

ECON 390 | BUSINESS ANALYTICS STRATEGY
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ “big data for social good”, social media).

ECON 414 | INVESTMENT ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An overview of the economic foundations of modern finance, including individual preferences and decision-making in the face of uncertainty, how investors apply this decision-making framework to choose a portfolio of assets (Markowitz Portfolio Theory), the equilibrium pricing implications of these decisions (CAPM, Arbitrage Pricing Theory, Derivatives), and the role of asset prices and financial markets in the wider macroeconomy.

ECON 424 | INDUSTRIAL ORGANIZATION
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Combing microeconomic theory, game theory, and empirical results to explore the relationships among firms within and across industries and to examine the nature of strategic interaction among firms. The focus is on the structure and performance of markets that are imperfectly competitive, including entry deterrence strategies and barriers to entry, vertical control, market segmentation and price discrimination, mergers and acquisition, price and non-competition, and market equilibria with incomplete information.

ECON 471 | BUSINESS CYCLES AND FORECASTING
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 473 | MANAGERIAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis and estimation using multiple regression analysis, sales forecasting, production analysis, cost estimation, pricing decisions, game theory, market structure and capital budgeting. (Note: offered only during the spring semester).

ECON 480 | MATHEMATICAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and MATH 150 with a minimum grade of C-
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 494 | SPECIAL TOPICS IN ECONOMICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ECON 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of economics under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

ECON 497 | SENIOR SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and ECON 370 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This "capstone" course is designed to enhance research, critical thinking, and analytical skills for students majoring in economics and business economics. Students will use quantitative tools and the theoretical foundations learned in prior economic courses to analyze current economic problems and social issues. Requires integrating a variety of tools and techniques from economics, quantitative reasoning, critical thinking and information literacy, and social and behavioral inquiry to empirically test and provide implications about self-selected research questions. Students will sharpen their oral presentation, writing and technical analytical skills as they work on individual research and discussion topics, culminating in a final Economics research paper and presentation. (Prerequisite note: Last semester senior standing).

ECON 498 | INTERNSHIP
Units: 1-3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
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 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

ENTR 101 | CREATING AND GROWING SUSTAINABLE VENTURES
Units: 3 Repeatability: No
This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

ENTR 294 | SPECIAL TOPICS IN ENTREPRENEURSHIP
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in entrepreneurship. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ENTR 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

ENTR 302 | FAMILY BUSINESS
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This is equivalent to MGMT 302.).

ENTR 304 | ENTREPRENEURSHIP AND NEW VENTURES
Units: 3 Repeatability: No
An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to MGMT 304.).

ENTR 308 | SMALL BUSINESS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: FINA 300 and MGMT 300 and MKTG 300
Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. (Course is equivalent to MGMT 308.).

ENTR 310 | INNOVATION AND DESIGN THINKING
Units: 3 Repeatability: No
Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 310.).

ENTR 312 | GLOBAL SOCIAL ENTREPRENEURSHIP
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: MGMT 300
Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems. (Course is equivalent to MGMT 312.).

ENTR 320 | EMERGING TRENDS IN ENTREPRENEURSHIP
Units: 3 Repeatability: No
The objective of this course is to introduce students to the many current issues and trends in entrepreneurship today. Successful entrepreneurs, legal experts, financiers, technology experts, and consultants are invited to class so that students can hear from them first-hand to explore what lies on the entrepreneurial horizon. This class also provides excellent networking opportunities. Upon completion of the course, students will have insights into the current trends, opportunities, and challenges of entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units.

ENTR 333 | TORERO VENTURES LAB
Units: 3 Repeatability: No
The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 333.).

ENTR 494 | SPECIAL TOPICS IN ENTREPRENEURSHIP
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in entrepreneurship. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ENTR 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of entrepreneurship under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

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

ETLW 294 | SPECIAL TOPICS IN ETHICS & LAW
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in ethics and law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ETLW 302 | BUSINESS AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ETLW 311 | BUSINESS LAW I
Units: 3 Repeatability: No
Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ETLW 312 | BUSINESS LAW II
Units: 3 Repeatability: No
Prerequisites: ETLW 311
Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study.

ETLW 313 | INTERNATIONAL BUSINESS LAW AND ETHICS
Units: 3
Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the internatonal legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

ETLW 403 | SUSTAINABILITY AND BUSINESS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
This course analyzes the effect of business activities on the sustainability of people and the environment. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and sustainability? Can humans conduct business without harming people and the planet? What is the meaning of sustainable business? How is sustainable business achieved?.

ETLW 494 | SPECIAL TOPICS IN ETHICS & LAW
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in ethics & law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ETLW 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of ethics and law under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

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

FINA 294 | SPECIAL TOPICS IN FINANCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

FINA 300 | FINANCIAL MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently)) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.) Students are eligible for this course after successfully completing 45 units and the course prerequisites.

FINA 401 | COMMERCIAL BANK MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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: 2-3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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
Units: 3 Repeatability: No
Prerequisites: FINA 300 and FINA 402 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course is designed for students to perform real-world financial analyses and make financial decisions for a company throughout its venture life cycle, from the founding of a company to its liquidity event for its investors. The course is constructed as a combination of lectures, project workshops, and discussions based on five key entrepreneurial financial decision areas-the founders agreement, planning and financing of operations, forecasting growth financing, venture capital financing, and the liquidity event for investors.

FINA 408 | FINANCIAL STATEMENT ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 409 | FINANCIAL MODELING AND ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course covers financial modeling techniques applied to optimal decision making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models, using precedent transactions and comparable companies in valuation, strategic industry analysis, and mergers and acquisitions.

FINA 410 | STUDENT MANAGED INVESTMENT FUND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
In this course students make recommendations for an investment portfolio with actual money. The purpose of the course is to enable students to put into practice investment concepts and to expose students to the psychology and mechanics of investment decisions. Finance Department Chair's approval required to enroll in this class.

FINA 494 | SPECIAL TOPICS IN FINANCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
An in-depth analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

FINA 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of finance under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

FINA 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

ITMG 100 | INFORMATION SYSTEMS
Units: 3
Core Attributes: First Yr Integration (LC Only)
An introductory course on how technology and information systems impact business organizations. In addition to learning business information systems best practice you learn each of the four Microsoft Office (Excel, Access, Word and PowerPoint) software applications and be able to apply them successfully to problem solving scenarios. This course will also prepare you to take the Microsoft Office Specialist Certification in Excel.

ITMG 294 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ITMG 310 | BUSINESS & ORGANIZATIONAL APPLICATION PROGRAMMING & DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on developing programming skills for business and organizational applications.

ITMG 320 | DATABASE DESIGN AND BUSINESS INTELLIGENCE IMPLEMENTATION
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The theory and practice of designing and modifying database management information systems for the use of business intelligence implementation. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods for business use; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, database design and business intelligence implementation projects, and student presentations.

ITMG 330 | ELECTRONIC COMMERCE
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course will help you better understand the emerging online technologies and trends and their influence on the electronic commerce marketplace. Topics include the Ecommerce fundamentals, Ecommerce business strategy, supply chain management, customer relationship management, and implementation of ecommerce such as analysis, design and maintenance.

ITMG 340 | INTRODUCTION TO WEB SITE DESIGN
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Creating websites for business purposes, and learn the essential tools for web site development. The instruction will include planning a web site, understanding the principles and elements of web site design. page optimization, and evaluating web site effectiveness. Teaching methods include mostly hands-on skill building using the latest software available for web design.

ITMG 350 | MANAGEMENT INFORMATION SYSTEMS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-
A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. The emphasis is threefold: to understand an analytic, integrative approach for thinking about (information) systems; to understand the uses of information technology to the success of organizations and competitive advantage; and to reinforce your skills using the latest server and Internet applications for managerial problem-solving and productivity. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; methods of information management decision making; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, hands on training with current business software, community service-learning, technical writing, and presentations.

ITMG 360 | COMPUTER NETWORKS, SECURITY, AND FORENSICS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configuration used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing networking software.

ITMG 376 | GIS APPLICATIONS IN BUSINESS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

ITMG 440 | INTERACTIVE MOBILE AND WEB APPLICATION DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software.

ITMG 494 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An in-depth analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ITMG 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of information technology management under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

ITMG 498 | INTERNSHIP IN I.S./E.C.
Units: 1-3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

ITMG 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

MGMT 294 | SPECIAL TOPICS IN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MGMT 300 | ORGANIZATIONAL BEHAVIOR
Units: 3 Repeatability: No
The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises. Note: Students may take this course after successfully completing 45 units.

MGMT 301 | ORGANIZATIONAL THEORY AND GLOBAL LEADERSHIP
Units: 3
Prerequisites: MGMT 300
In today's global environment successful business leaders must understand theories of organizational design, structure, development, and effectiveness both domestically and abroad. Topics in this macro-oriented course include a number of international and contemporary management issues, including limitations in traditional views of leadership and the need for a more comprehensive view of how leadership works in organizations throughout the world. The relationship of leadership to culture and gender in organizations is explored, and practical leadership skills crucial to organizational effectiveness in a global business environment are integrated into the course through experiential learning exercises and interactive simulations.

MGMT 302 | FAMILY BUSINESS
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This course is equivalent to ENTR 302.).

MGMT 303 | INTERPERSONAL RELATIONS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MGMT 300
An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations.

MGMT 304 | ENTREPRENEURSHIP AND NEW VENTURES
Units: 3 Repeatability: No
Prerequisites: FINA 300 and MGMT 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to ENTR 304.).

MGMT 305 | CAREER DEVELOPMENT
Units: 3 Repeatability: No
Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management.

MGMT 306 | WOMEN IN MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

MGMT 307 | HUMAN RESOURCE MANAGEMENT
Units: 3
Prerequisites: MGMT 300
An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization.

MGMT 308 | SMALL BUSINESS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: MGMT 300 and FINA 300 and MKTG 300
Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm.

MGMT 309 | INTERNATIONAL COMPARATIVE MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.).

MGMT 310 | INNOVATION AND DESIGN THINKING
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

MGMT 311 | BUSINESS LEADERSHIP
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MGMT 300
This course is designed to provide students with a comprehensive understanding of the theories, practices, and ethics of leadership; specifically, the impact of leadership within a business environment. Students will be provided with the knowledge and skills necessary to enhance their ability to be effective leaders. A systematic approach to leadership development is emphasized through contemporary readings on leadership, files, and experiential exercises.

MGMT 312 | GLOBAL SOCIAL ENTREPRENEURSHIP
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems.

MGMT 333 | TORERO VENTURES LAB
Units: 3 Repeatability: No
The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

MGMT 414 | INTERNATIONAL MANAGEMENT CONSULTING
Units: 3 Repeatability: No
Prerequisites: MGMT 300
This management consulting project-based course will provide participants with instruction and practical experience in conducting a consulting project with an international approach. Students work in teams to design and develop solutions to a business problem or strategic initiatives for a company. You will learn and demonstrate your ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, allocate responsibilities to team members, and interact with your client. The course is a combination of class sessions, instructor-individual team conferences, student team meetings, research, team-client meetings, report writing, and presentation of consulting activity/ project results.

MGMT 492 | STRATEGY SIMULATION
Units: 3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters.

MGMT 494 | SPECIAL TOPICS IN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MGMT 300
An in-depth analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MGMT 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of management under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major.

MGMT 497 | STRATEGIC MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MGMT 300 and FINA 300 and DSCI 300 and (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C- and ACCT 201 with a minimum grade of C- and (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to final year seniors.

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

MKTG 294 | SPECIAL TOPICS IN MARKETING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MKTG 300 | FUNDAMENTALS OF MARKETING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency
Prerequisites: ECON 101 with a minimum grade of C-
This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

MKTG 301 | SERVICES MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 303 | FUNDAMENTALS OF MARKETING ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C-
This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. The course content is equivalent to MKTG 300, Fundamentals of Marketing. However, it does not satisfy any USD core curriculum requirements.

MKTG 305 | GLOBAL MARKETING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course provides 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. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

MKTG 306 | GLOBAL MARKETING ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: MKTG 300 or MKTG 303
This course provides 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. The course content is equivalent to MKTG 305, Global Marketing. However, it does not satisfy any USD core curriculum requirements. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

MKTG 308 | FASHION MARKETING
Units: 3 Repeatability: No
Prerequisites: MKTG 300
This course will examine the fashion industry, the fourth largest sector of the global economy valued at 3 trillion dollars, through a marketing lens. Our cross-cultural and multidisciplinary exploration will approach fashion as an artistic expression of daily human life shaped by political, economic, social and cultural forces. We will analyze the development of the human wardrobe as a creative commercial product; address cultural sensitivity and ethics in fashion marketing; examine the impact of the sustainability movement on fashion; and discuss the digital future of fashion brands. During the semester-long journey across the globe, students will express their own creativity in fashion styling and fashion brand storytelling. Class sessions will aim to be highly interactive and will consist of discussions, exercises, videos, some lectures, and student projects and presentations. All attempts will be made to bring in engaging guest speakers.

MKTG 330 | PROFESSIONAL SELLING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 | SOCIAL MEDIA MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course introduces the student to the complexities, challenges, and opportunities that social and new media create for marketers. The course covers topics including the role of social media in marketing, conducting a social media audit, creating and managing brand presences on social media, creating unpaid and paid social content, native advertising and influencers, and differences with online video. Students will work hands-on with relevant social media tools and analytics, with a dual focus on strategic understanding and tactical campaign development.

MKTG 341 | DIGITAL MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 a focus on digital strategy and implementation. There is a dual focus on both theory and application concerning the digital elements of marketing variables: online consumer behavior; search engine marketing; web development; content creation & email marketing; and analytics. A special focus is placed on hands-on, experiential learning.

MKTG 350 | ADVERTISING AND PROMOTION
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course provides an understanding of communication theory, branding, strategic planning, creative tactics, and media planning within the integrated marketing communications (IMC) paradigm. The roles of advertising, direct marketing, digital and social media marketing, sales promotion, and public relations are examined. Students practice the skills necessary to plan, execute, and coordinate an IMC project or campaign.

MKTG 351 | ADVERTISING CAMPAIGNS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 | PUBLIC RELATIONS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and (MKTG 300 or MKTG 303)
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 Repeatability: No
Prerequisites: (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course emphasizes 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 411 | MARKETING ANALYTICS
Units: 3 Repeatability: No
Prerequisites: (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course takes an applied, data-driven, approach to marketing decisions such as measuring the effectiveness of promotions, pricing strategy, and market segmentation. Students will study marketing problems and learn how different types of data and methodologies can be used to solve these problems. Students will learn both descriptive and predictive techniques to help make marketing decisions.

MKTG 413 | MARKETING RESEARCH ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course emphasizes 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. The course content is equivalent to MKTG 410, Marketing Research. However, it does not satisfy any USD core curriculum requirements.

MKTG 420 | CONSUMER BEHAVIOR
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 435 | BUSINESS OF HEALTHCARE
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and MKTG 300
This course is designed for students interested in a career in any of the sectors that comprise the healthcare value chain. Pharmaceutical, biotechnology, diagnostic and device manufacturers in addition to traditional hospitals form a significant part of the healthcare industry. Students with an interest in marketing, operations, finance, project management, law, and nursing will find this course of value because it offers opportunities to explore topics related to efficiency, equity, access and effectiveness of healthcare. Note: Non-business majors and economics majors may request a waiver of the prerequisites from the marketing department chair and instructor if the student has relevant experience or background.

MKTG 440 | BRAND MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course outlines how brand management is a fundamental element of competitive strategy. It explores the principles that determine success or failure in managing a brand, and the decisions brand managers face managing their brands. The course offers a thorough perspective of brand management as a discipline and as a career.

MKTG 480 | ADVANCED MARKETING PROJECT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. This course may involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit.

MKTG 494 | SPECIAL TOPICS IN MARKETING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MKTG 300 or MKTG 303
An in-depth analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MKTG 495 | MARKETING STRATEGY
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This is the capstone course for marketing majors. Students examine the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics include the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Senior standing is required.

MKTG 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of marketing under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

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

REAL 294 | SPECIAL TOPICS IN REAL ESTATE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

REAL 320 | PRINCIPLES OF REAL ESTATE
Units: 3 Repeatability: No
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

REAL 324 | REAL ESTATE MARKET ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course deals with the role, importance and the process of market analysis in real estate. The course is divided into two sections. The first section utilizes market analysis as a tool for decision makers to examine the economic environment of their potential real estate investment, the current market trends and future outlook for real estate. The second section examines how the feasibility of a real estate project is determined across different property types. The course uses the highest and best use analysis to determine any project's feasibility. All aspects of feasibility are discussed in detail including physical, legal and financial. The course focuses on using research methodologies to define the scope of analysis; identify data needs; collect information from various sources, including on-line resources; and interpret the results. Applications to different property types are discussed.

REAL 325 | FINANCING RESIDENTIAL REAL ESTATE
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
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 Repeatability: No
Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and REAL 320 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 IN REAL ESTATE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An in-depth analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

REAL 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of real estate under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

REAL 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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

Administration

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Sarina Molina, EdD, ASSOCIATE DEAN

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Vlad Bolsakov, MBA, ASSISTANT DEAN, Finance and Administration

TBD, DIRECTOR, Development

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Lea Hubbard, PhD, CHAIR, Leadership Studies

Reyes Quezada, PhD, CHAIR, Learning and Teaching

Erika Nash Cameron, PhD, CHAIR, Counseling & Marital and Family Therapy

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Captain Gerald Olin, USN, MS, MA, CHAIR, Naval Science

Commander Jason Langham, MS, USN, EXECUTIVE OFFICER, Naval Science

Wendell Callahan, PhD, EXECUTIVE DIRECTOR, Catholic Institute of Mental Health Ministry & DIRECTOR, Clinical Training, Counseling Program

Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program

Amanda Roth, PhD, DIRECTOR, Field Experiences, Learning and Teaching

Joseph Lathan, PhD, DIRECTOR, Online Programs

Cheryl Getz, EdD, DIRECTOR, Leadership Minor

Emily Young, PhD, EXECUTIVE DIRECTOR, The Nonprofit Institute

Laura Deitrick, PhD, ASSOCIATE DIRECTOR, The Nonprofit Institute

Lisa Dawley, PhD, EXECUTIVE DIRECTOR, The Jacobs Institute for Innovation in Education

Monte Kalisch, MS, DIRECTOR, Technology Strategy & Development, The Jacobs Institute for Innovation in Education

Edward DeRoche, PhD, DIRECTOR, Character Education Resource Center

Jacqueline Kennedy, MA, DIRECTOR, Manchester Family Child Development Center

Lorri Sulpizio, PhD, EXECUTIVE DIRECTOR, Conscious Leadership Academy

Beth Garofalo, MEd, ACADEMIC PROGRAMS MANAGER, Leadership Studies

Sergio E. Rodriguez, MA, ACADEMIC PROGRAMS MANAGER, Learning and Teaching

Lily Vistica, MS, ACADEMIC PROGRAMS MANAGER, Counseling & Marital and Family Therapy

Faculty

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Ana Estrada, PhD

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Nedeljko Golubovic, PhD

Zachary Green, PhD

Catherine Griffith, PhD

Kristopher Hall, PhD

C. Bobbi Hansen, EdD

Lea Hubbard, PhD

Rebekka Jez, EdD

Antonio Jiminez-Luque, PhD

Maya Kalyanpur, PhD

David Karp, PhD

Marcus Lam, PhD

Joseph Lathan, PhD

Florencia Lebensohn-Chiaivo, PhD

Ian Martin, EdD

Sarina Molina, EdD

Jo Ellen Patterson, PhD

Reyes Quezada, EdD

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

Joi A. Spencer, PhD

Suzanne Stolz, EdD

Saundra Tabet, PhD

Carrie Tremble, PhD

Lee Williams, PhD

Military Science Faculty

Master Sergeant Christopher Brown, USA

Sergeant First Class Frank Marscelli, MA, USA (ret)

Captain Darrick M. Noah, BA, USA

Lieutenant Colonel Michelle Parlette, USA

Captain Michael Tshuma, USA

Naval Science Faculty

Lieutenant Casey Arnold, BS, USN

Lieutenant Holly Berry, BS, USN

Lieutenant Morgan Hampel, MS, USN

Commander Jason Langham, MS, USMC

Captain Gerald Olin, MS, MA, USN, CHAIR

Lieutenant Eric Wooten, BS, USN

Captain Kenneth Vingua, BS, USMC

The School of Leadership and Education Sciences offers undergraduate coursework in three departments: Leadership Studies, Learning and Teaching and Counseling & Marital and Family Therapy. Our certificates, credentials, courses and minor fields lay a foundation 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.

Our programs have met the high standards established by the following accrediting bodies: Commission on Accreditation for Marriage and Family Therapy Education, Commission for Accreditation of Counseling & Related Education Programs, California Commission on Teacher Credentialing, Council for Exceptional Children and the Council for the Accreditation of Educator Preparation.

The School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Combined BA/MEd Teacher Education Program (CTEP), Leadership Studies minor, Nonprofit Leadership and Management minor, Naval Sciences minor, Military Science (Army ROTC) minor, Nonprofit Leadership and Management Certificate program and several special courses designed to meet the needs and interest of all undergraduates.

In addition, the School of Leadership and Education Sciences offers teaching credential programs in various professional areas at the elementary, secondary and special education levels. 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. Please contact the School of Leadership and Education Sciences' Credential Analyst for more information.

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), Doctorate in Leadership Studies (PhD), and a Doctorate in Education for Social Justice (PhD). Please refer to the current Graduate Course Catalog for more information regarding these programs.

Vision Statement

SOLES shapes the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

Mission Statement

The School of Leadership and Education Sciences (SOLES) at the University of San Diego believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

Centers and Institutes

- Catholic Institute for Mental Health Ministry
- Center for Restorative Justice
- Character Education Resource Center
- Global Center
- Hansen Summer Institute
- Jacobs Institute for Innovation in Education
- Manchester Family Child Development Center (MFCDC)
- Nonprofit Institute (NPI)

Reservation of the Right to Modify

Every effort has been made to provide current and accurate information in the description of minor, certificate and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the credential analyst to ensure progress toward their degrees and/or credentials.

Dates And Deadlines

It is the student's responsibility to meet the deadlines published in this course catalog.

Leadership Studies

Chair

Lea Hubbard, PhD

Faculty

Leslie Boozer, EdD

Master Sergeant Christopher Brown, USA

Laura Deitrick, PhD

Robert Donmoyer, PhD

Fred Galloway, EdD

Cheryl Getz, EdD

Zachary Green, PhD

David Karp, PhD

Antonio Jimenez Luque, PhD

Marcus Lam, PhD

Sergeant First Class Frank Marscelli, MA, USA (ret)

Lieutenant Colonel Michelle Parlette, USA

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

An acknowledged pioneer in the understanding of leadership dynamics, the Department of Leadership Studies addresses the demands of a changing world for new answers. Our award winning faculty is committed to personalizing the experience of each student to empower them to contribute in a more fulfilling manner regardless of their profession or position. The Leadership Studies Department offers the following undergraduate programs:

- Leadership Studies Minor
- Military Science Minor (https://catalogs.sandiego.edu/undergraduate/academic-programs/rotc/)
- Nonprofit Leadership and Management Minor
- Nonprofit Leadership and Management Certificate Program
- Leadership Studies Minor and Nonprofit Leadership and Management Certificate (combined program)

LEAD 150 | EMERGING LEADERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible 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 163 | LEADERSHIP IN SPORTS
Units: 3 Repeatability: No

This course provides students the opportunity to increase their capacity to exercise leadership through the lens of sports. Using sports as a frame of reference, students will analyze the complexity of leadership across various organizations, teams, coaches, players, and themselves, while also examining how gender, race, nationality, and culture impact leadership in sports. The class introduces students to different leadership theories to analyze successful and unsuccessful sport organizations, teams, and players. Students will reflect upon, critique, and report on significant historical sporting events, examine current events, and reflect on their own experiences with leadership in sports.

LEAD 165 | PRESIDENT'S LEADERSHIP CLASS
Units: 3 Repeatability: No

Core Attributes: Oral communication competency

Non-Core Attributes: Experiential, Other

Prerequisites: LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

LEAD 179 | 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 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR
Units: 1 Repeatability: No

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

LEAD 240 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT
Units: 3 Repeatability: No

Core Attributes: Domestic Diversity level 1

Restorative justice is a global social movement with applications ranging from (a) the way a teacher responds to minor misbehavior in school classroom, (b) a prosecutor's diversion of a case toward a restorative process and away from incarceration, and (c) a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenge the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and will explore a variety of applications.

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 Repeatability: No

Core Attributes: Domestic Diversity level 2

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. 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 in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. 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 Repeatability: No

Core Attributes: Advanced Integration

Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, and they will synthesize, integrate, and apply Leadership concepts into their Academic Major; demonstrating understanding of interconnected and advanced levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The final Integration Core Project has an individual and group component, which builds on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

LEAD 352 | FUNDRAISING AND NONPROFIT MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Experiential
Nonprofits are deeply integrated and integral part of how Americans live, prosper, improve, and serve their communities. This innovative, project-based course provides students theoretical framework, historical background, practical knowledge, and professional skills in fundraising and nonprofit management. Students will study issues critical in the management of nonprofits and foundations, develop oral competencies and engage directly with current nonprofit leaders. Students will reflect on their personal values and examine issues of diversity, equity, and inclusion in the nonprofit sector. At the conclusion of the course, students will be able to discern well- managed nonprofits, communicate contemporary nonprofit issues and make informed contributions in the form of practical solutions.

LEAD 356S | 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 360 | GLOBAL LEADERSHIP:EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP
Units: 3
Prerequisites: LEAD 160
Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

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 with a minimum grade of D
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 | EXPERMENTAL 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

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 415 | SOCIAL ENTERPRISE AND INNOVATION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352 or LEAD 485. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

LEAD 420 | VOLUNTEER ENGAGEMENT
Units: 1 Repeatability: No
Prerequisites: LEAD 352
This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

LEAD 485 | LEADING HIGH IMPACT NONPROFITS
Units: 3 Repeatability: No
The purpose of this course is to explore topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration.

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.

Leadership Studies 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 to impact change in organizations 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 as they venture onto new careers. Practical experience is available to provide students the opportunity to develop their leadership skills further. The minor offers a wide variety of elective choices, and flexibility to adapt coursework to fit within students personal, academic and professional goals.

Many courses in the minor can be taken to complete USD core competencies. For example:

Oral Communication:

- LEAD 165 - President's Leadership Class

Diversity, Inclusion and Social Justice: Domestic Diversity Level 1

- LEAD 150 - Emerging Leaders
- LEAD 160 - Personal Leadership, Self-Inquiry & Discovery

Diversity, Inclusion and Social Justice: Domestic Diversity Level 2

- LEAD 350 - Leadership and Group Development

Integration - Advanced Integration

- LEAD 351 - Leadership for Change Capstone

Code	Title	Units
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350	Leadership and Group Development	3
or LEAD 357	Leadership and the Practice of Presence	
LEAD 351	Leadership for Change Capstone	3
Select nine units of electives from the following:		9
LEAD 150	Emerging Leaders	
LEAD 162	Outdoor Leadership	
LEAD 163	Leadership in Sports	
LEAD 165	President's Leadership Class	
LEAD 349	Women in Leadership	
LEAD 352	Fundraising and Nonprofit Management	
LEAD 353		
LEAD 354		
LEAD 357	Leadership and the Practice of Presence	
LEAD 359	Models of Participatory Leadership	
LEAD 360	Global Leadership:Experiential Study of Culture & 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 388	Leadership Internship and Skill Development I	
LEAD 389	Leadership Internship and Skill Development II	
Total Units		**18**

Additional elective courses may be added and used as course substitutions. Must be approved by Program Director.

Nonprofit Leadership and Management Minor

The Nonprofit Leadership and Management Minor prepares students in any major with practical skills and theoretical frameworks that can be applied immediately as a consultant, fundraiser, working professional, or board leader in a nonprofit organization. This innovative 18-unit course curriculum is project-based, experiential, and connects students to fulfilling careers in the nonprofit sector. Students study issues critical to the unique operation and strategic management of nonprofits and foundations, develop leadership competencies, and have the ability to complete a hands-on internship and attend professional conferences. Alumni of this program are employed in a variety of fields, including but not limited to: the arts, human services, education, environment, philanthropy, healthcare, international relief, and youth development. Therefore, most majors are complemented by this minor including Business Administration, Finance, Marketing, Communication Studies, Psychology, Sociology, and Environmental Studies to name a few.

Upon completion of the Nonprofit Leadership and Management minor, students are also eligible to obtain a national credential from the Nonprofit Leadership Alliance (NLA). Students who earn the USD minor and optional NLA credentialing, are highly employable and have ongoing access to many professional benefits including access to career opportunities, professional mentoring, and networking.

Nonprofit Leadership and Management Minor (18 units)

Code	Title	Units
LEAD 352	Fundraising and Nonprofit Management	3
LEAD 388	Leadership Internship and Skill Development I [1]	3
LEAD 485	Leading High Impact Nonprofits	3
Select 9 units of electives from the following:		9
LEAD 160	Personal Leadership, Self-inquiry and Discovery (3 units)	
LEAD 185	Introduction to the Nonprofit Sector (1 unit)	
LEAD 387P	Student Leadership Practical Experience (1-3 units)	
LEAD 389	Leadership Internship and Skill Development II (1-3)	
LEAD 415	Social Enterprise and Innovation (2 units)	
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region (2 units)	
LEAD 420	Volunteer Engagement (1 unit)	
Total Units		**18**

1 BUSN 498 may be substituted for LEAD 388 upon approval from the program director.

2 Upon approval, students may substitute relevant coursework from other departments. Courses used for substitution into the minor may not be applied to a student's major.

LEAD 150 | EMERGING LEADERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible 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 163 | LEADERSHIP IN SPORTS
Units: 3 Repeatability: No

This course provides students the opportunity to increase their capacity to exercise leadership through the lens of sports. Using sports as a frame of reference, students will analyze the complexity of leadership across various organizations, teams, coaches, players, and themselves, while also examining how gender, race, nationality, and culture impact leadership in sports. The class introduces students to different leadership theories to analyze successful and unsuccessful sport organizations, teams, and players. Students will reflect upon, critique, and report on significant historical sporting events, examine current events, and reflect on their own experiences with leadership in sports.

LEAD 165 | PRESIDENT'S LEADERSHIP CLASS
Units: 3 Repeatability: No

Core Attributes: Oral communication competency

Non-Core Attributes: Experiential, Other

Prerequisites: LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

LEAD 179 | 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 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR
Units: 1 Repeatability: No

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

LEAD 240 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT
Units: 3 Repeatability: No

Core Attributes: Domestic Diversity level 1

Restorative justice is a global social movement with applications ranging from (a) the way a teacher responds to minor misbehavior in school classroom, (b) a prosecutor's diversion of a case toward a restorative process and away from incarceration, and (c) a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenge the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and will explore a variety of applications.

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 Repeatability: No

Core Attributes: Domestic Diversity level 2

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. 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 in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. 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 Repeatability: No

Core Attributes: Advanced Integration

Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, and they will synthesize, integrate, and apply Leadership concepts into their Academic Major; demonstrating understanding of interconnected and advanced levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The final Integration Core Project has an individual and group component, which builds on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

LEAD 352 | FUNDRAISING AND NONPROFIT MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Experiential
Nonprofits are deeply integrated and integral part of how Americans live, prosper, improve, and serve their communities. This innovative, project-based course provides students theoretical framework, historical background, practical knowledge, and professional skills in fundraising and nonprofit management. Students will study issues critical in the management of nonprofits and foundations, develop oral competencies and engage directly with current nonprofit leaders. Students will reflect on their personal values and examine issues of diversity, equity, and inclusion in the nonprofit sector. At the conclusion of the course, students will be able to discern well- managed nonprofits, communicate contemporary nonprofit issues and make informed contributions in the form of practical solutions.

LEAD 356S | 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 360 | GLOBAL LEADERSHIP:EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP
Units: 3
Prerequisites: LEAD 160
Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

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 with a minimum grade of D
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 | EXPERMENTAL 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

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 415 | SOCIAL ENTERPRISE AND INNOVATION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352 or LEAD 485. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

LEAD 420 | VOLUNTEER ENGAGEMENT
Units: 1 Repeatability: No
Prerequisites: LEAD 352
This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

LEAD 485 | LEADING HIGH IMPACT NONPROFITS
Units: 3 Repeatability: No
The purpose of this course is to explore topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration.

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.

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 the nonprofit sector. The program offers 12-units of project-based and experiential coursework designed to make students highly employable in a variety of settings. Students study issues critical to the management of nonprofits and foundations, develop leadership competencies, and have the ability to complete a hands-on internship and attend professional conferences. Upon completion of the certificate program, students are also eligible to obtain a national credential from the Nonprofit Leadership Alliance (NLA). After earning the USD certificate and optional NLA credentialing, alumni are highly employable and have ongoing access to many professional benefits including access to career opportunities, professional mentoring, and networking.

Students seeking this certificate have the flexibility to apply up to three (3) units of relevant coursework toward the certificate from a different USD academic

department (requires pre-approval). For example: PSYC 101 Introductory Psychology, ACCT 202 Principles of Managerial Accounting, COMM 130 Introduction to Media Studies, etc.

Note: Students who complete the certificate coursework (12 units) may elect to continue their learning by converting to the Minor in Nonprofit Leadership and Management (18 units). Students may earn either the certificate or the minor, not both.

The program is available to undergraduate students in any major. 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. (https://catalogs.sandiego.edu/undergraduate/colleges-schools/leadership-education-sciences/leadership-studies/minor_cert/)

Nonprofit Leadership and Management Certificate

Code	Title	Units
LEAD 352	Fundraising and Nonprofit Management	3
LEAD 388	Leadership Internship and Skill Development I	3
LEAD 485	Leading High Impact Nonprofits	3
Select three units of electives from the following:		3
LEAD 160	Personal Leadership, Self-inquiry and Discovery (3 units)	
LEAD 185	Introduction to the Nonprofit Sector (1 unit)	
LEAD 387P	Student Leadership Practical Experience (1 - 3 units)	
LEAD 415	Social Enterprise and Innovation (2 units)	
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region (2 units)	
LEAD 420	Volunteer Engagement (1 unit)	
Total Units		**12**

[1] BUSN 498 Business Internship may be substituted for LEAD 388 upon approval from the program director.

LEAD 150 | EMERGING LEADERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible 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 163 | LEADERSHIP IN SPORTS
Units: 3 Repeatability: No
This course provides students the opportunity to increase their capacity to exercise leadership through the lens of sports. Using sports as a frame of reference, students will analyze the complexity of leadership across various organizations, teams, coaches, players, and themselves, while also examining how gender, race, nationality, and culture impact leadership in sports. The class introduces students to different leadership theories to analyze successful and unsuccessful sport organizations, teams, and players. Students will reflect upon, critique, and report on significant historical sporting events, examine current events, and reflect on their own experiences with leadership in sports.

LEAD 165 | PRESIDENT'S LEADERSHIP CLASS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Non-Core Attributes: Experiential, Other
Prerequisites: LEAD 150
This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

LEAD 179 | 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 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR
Units: 1 Repeatability: No
This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

LEAD 240 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Restorative justice is a global social movement with applications ranging from (a) the way a teacher responds to minor misbehavior in school classroom, (b) a prosecutor's diversion of a case toward a restorative process and away from incarceration, and (c) a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenge the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and will explore a variety of applications.

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 Repeatability: No
Core Attributes: Domestic Diversity level 2
This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. 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 in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. 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 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-
This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, and they will synthesize, integrate, and apply Leadership concepts into their Academic Major; demonstrating understanding of interconnected and advanced levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The final Integration Core Project has an individual and group component, which builds on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

LEAD 352 | FUNDRAISING AND NONPROFIT MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Experiential
Nonprofits are deeply integrated and integral part of how Americans live, prosper, improve, and serve their communities. This innovative, project-based course provides students theoretical framework, historical background, practical knowledge, and professional skills in fundraising and nonprofit management. Students will study issues critical in the management of nonprofits and foundations, develop oral competencies and engage directly with current nonprofit leaders. Students will reflect on their personal values and examine issues of diversity, equity, and inclusion in the nonprofit sector. At the conclusion of the course, students will be able to discern well- managed nonprofits, communicate contemporary nonprofit issues and make informed contributions in the form of practical solutions.

LEAD 356S | 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 360 | GLOBAL LEADERSHIP:EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP
Units: 3
Prerequisites: LEAD 160
Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

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 with a minimum grade of D
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 | EXPERMENTAL 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

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 415 | SOCIAL ENTERPRISE AND INNOVATION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352 or LEAD 485. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

LEAD 420 | VOLUNTEER ENGAGEMENT
Units: 1 Repeatability: No
Prerequisites: LEAD 352
This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

LEAD 485 | LEADING HIGH IMPACT NONPROFITS
Units: 3 Repeatability: No
The purpose of this course is to explore topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration.

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.

Leadership Studies Minor and Nonprofit Leadership and Management Certificate

Students have the option to earn a Minor in Leadership Studies (https://catalogs.sandiego.edu/undergraduate/colleges-schools/leadership-education-sciences/leadership-studies/minor/) combined with a Certificate in Nonprofit Leadership and Management (https://catalogs.sandiego.edu/undergraduate/colleges-schools/leadership-education-sciences/leadership-studies/certificate/). This 20-unit course of study allows students to deepen their development as leaders while learning hands-on skills applicable to careers in the nonprofit sector.

Code	Title	Units
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350	Leadership and Group Development	3
or LEAD 357	Leadership and the Practice of Presence	
LEAD 351	Leadership for Change Capstone	3
LEAD 352	Fundraising and Nonprofit Management	3
LEAD 387P	Student Leadership Practical Experience	3
or LEAD 388	Leadership Internship and Skill Development I	
LEAD 485	Leading High Impact Nonprofits	3
Select two units of electives from the following:		2
LEAD 185	Introduction to the Nonprofit Sector (1 unit)	
LEAD 389	Leadership Internship and Skill Development II (1-3 units) [1]	
LEAD 415	Social Enterprise and Innovation (2 units)	
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region (2 units)	
LEAD 420	Volunteer Engagement (2 units)	
Total Units		**20**

[1] Business majors may substitute BUSN 498 for LEAD 389 in this program.

Learning and Teaching

Chair

Reyes Quezada, EdD

Faculty

Viviana Alexandrowicz, PhD

Reka Barton, PhD

James Fabionar, PhD

C. Bobbi Hansen, EdD

Rebekka Jez, EdD

Maya Kalyanpur, PhD

Joseph Lathan, PhD

Sarina Molina, EdD

Amanda Roth, PhD

Suzanne Stolz, EdD

Cecilia Valenzuela, PhD

The Department of Learning and Teaching offers a Combined BA/MEd Teacher Education Program (CTEP) offered in conjunction with the College of Arts and Sciences, and options for pursuing a California Teaching Credential. The department offers a Multiple Subject Credential, a Single Subject Credential, an Education Specialist Credential, and a Bilingual Authorization Credential.

Combined BA/MEd Teacher Education Program (CTEP)

The Combined BA/MEd Teacher Education Program (CTEP) allows students to earn a BA in Liberal Studies, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction in five-years. Students complete the BA in Liberal Studies at the end of the fourth year of the program, will be eligible for the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the MEd in Curriculum and Instruction after completion of the fifth year.

Current University of San Diego undergraduates must declare Liberal Studies as their major. Interested undergraduates should contact the Liberal Studies Program Director, Dr. Margaret Daley, at mdaley@sandiego.edu (http://

www.sandiego.edu/soles/academics/ctep/mdaley@sandiego.edu) or (619) 260-4781.

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 for ages 5-22, the preliminary Single Subject Credential for teaching in secondary education, and the Bilingual Authorization credential to teach in a dual language instruction setting (Spanish). The Commission on Teacher Credentialing (CTC) regularly revises program requirements to meet new standards.

EDSP 370P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION
Units: 3
Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at–risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision–making process and ongoing instruction.

EDSP 371P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED
Units: 3
Knowledge and strategies to provide skills to identify, manage and monitor our own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

EDSP 373P | COLLABORATION WITH FAMILIES AND PROFESSIONALS
Units: 3
This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

EDSP 375P | EVIDENCED BASED INCLUSIVE PRACTICES MILD/ MODERATE 5-22
Units: 1-3
Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs) aligned with CA content standards. Fieldwork: a 25-hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the pact project. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

EDSP 389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY
Units: 3
This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 393S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP
Units: 2
The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration. (Pending Fall 2015 Approval.).

EDSP 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 signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

EDSP 490P | STUDENT TEACHING MILD TO MODERATE DISABILITIES
Units: 9 Repeatability: No
Corequisites: EDSP 490S
Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, and general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs), and CalTPA. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan.

EDSP 490S | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR-MILD MODERATE
Units: 3 Repeatability: No
Corequisites: EDSP 490P
EDSP 490S is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from highs school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

EDSP 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 signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

EDTE 300P | DIVERSITY, INCLUSION & SCHOOLING
Units: 3 Repeatability: No
This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

EDTE 301P | METHODS FOR LANGUAGE & LITERACY
Units: 3 Repeatability: No
This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

EDTE 302P | ELEMENTARY METHODS I: MATH & SCIENCE
Units: 3 Repeatability: No
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

EDTE 303P | ELEMENTARY METHODS II: HUMANITIES
Units: 3 Repeatability: No
Prerequisites: EDTE 302P
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts.

EDTE 304P | SECONDARY METHODS I
Units: 3 Repeatability: No
This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

EDTE 305P | SECONDARY METHODS II: SOCIAL SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

EDTE 306P | SECONDARY METHODS II: SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

EDTE 307P | SECONDARY METHODS II: MATHEMATICS
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

EDTE 308P | SECONDARY METHODS II: ENGLISH
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

EDTE 309P | SECONDARY METHODS II: WORLD LANGUAGE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

EDTE 310P | EDUCATIONAL PSYCHOLOGY
Units: 3 Repeatability: No
This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

EDTE 311P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS
Units: 3 Repeatability: No
Prerequisites: EDTE 300P
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

EDTE 312P | METHODS FOR MULTILINGUAL LEARNERS
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
This course intends to provide candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

EDTE 313P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT
Units: 3 Repeatability: No
PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

EDTE 316 | TECHNOLOGY & LEARNING
Units: 3 Repeatability: No
Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ITSE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

EDTE 317P | ASSESSMENT: PRE-REFERRAL TO COLLABORATIVE SUPPORT
Units: 3 Repeatability: No
This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/ CELDT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

EDTE 318C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE
Units: 3 Repeatability: No
This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

EDTE 319P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH
Units: 3 Repeatability: No
Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

EDTE 320P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE
Units: 3 Repeatability: No
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 321P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES
Units: 3 Repeatability: No
Prerequisites: EDTE 320P
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 452P | CLINICAL EXPERIENCE: EXTENDED PRACTICUM
Units: 3 Repeatability: No
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they "try out" lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's credential pathway. NOTE: this course follows the USD schedule.

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 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)
Formal admission to the credential program. 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. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382. Additional Prerequisite: Formal admission to the credential program.

EDUC 353 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION
Units: 3
The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 354 | CHARACTER BASED CLASSROOM MANAGEMENT
Units: 3
This course will enhance candidates' knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary policies and practices based on the school's core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity.".

EDUC 356 | INSTRUCTIONAL STRATIGIES IN CHARACTER EDUCATION
Units: 3
This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

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)
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE
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 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 451P | EXTENDED PRACTICUM
Units: 2
Prerequisites: EDUC 467S
During Extend Practicum, credential candidates will spend a minimum of two periods observing in a secondary classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

EDUC 467S | EXTENDED PRACTICUM SEMINAR
Units: 3
Prerequisites: EDUC 451P (Can be taken Concurrently)
Credential Candidates share, discuss and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

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 https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt_credential 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 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.

Bilingual Authorization Credential

Courses Required for the Multiple Subject with Bilingual Authorization (45 Units)

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
EDTE 318C	Educating the LatinX Student: History & Culture	3
EDTE 319P	Methods for Language and Literacy in Spanish	3
EDTE 320P	Bilingual Elementary Curriculum Methods I: Math and Science	3
EDTE 321P	Bilingual Elementary Curriculum Methods II: Humanities	3
EDUC 490P	Student Teaching for the Multiple Subject Credential	9
Total Units		**45**

Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, and RICA. To demonstrate subject matter competence, all candidates for the Preliminary Multiple Subject credential are required to pass the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program.

- U.S. Constitution requirement;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance; and,
- Grades of B- or better are required in all credential courses, including student teaching; and,
- CPR certification infant, child and adult.

Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

Combined BA/MEd Teacher Education Program (CTEP)

USD offers a five-year Combined BA/MEd Teacher Education Program (CTEP) Program offered jointly by the College of Arts and Sciences and the School of Leadership and Education Sciences, resulting in the conferral of a BA in Liberal Studies, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction. The CTEP program allows students to complete the BA in Liberal Studies at the end of the fourth year of the program, will obtain the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the MEd in Curriculum and Instruction after completion of the fifth year. Please contact Margaret Daley, mdaley@sandiego.edu, PhD, Liberal Studies Program Director, for additional details as program sequencing will vary. Please refer to the Teaching Credential Pathways section of the Liberal Studies (p. 196) requirements.

Preliminary Multiple Subject

Requirements for the Multiple Subject Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
EDTE 303P	Elementary Methods II: Humanities	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
EDUC 490P	Student Teaching for the Multiple Subject Credential [1]	9
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential [1]	3
Total Units		**42**

[1] EDUC 490S must be taken concurrently with EDUC 490P

Additional Requirements

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 number of units 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 professional preparation coursework.

Students committed to earning a preliminary Multiple Subject Credential must complete the following steps:

- Review the Steps to Earning Your Credential (https://www.sandiego.edu/soles/credential-steps/) website
- Declare an undergraduate major
- Satisfy the the Basic Skills Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion2)
- 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
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Pass the RICA (Reading Instruction Competencies Assessment)—to be taken upon completion of EDTE 301P Methods for Language & Literacy
- Satisfy the Subject Matter Proficiency Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion3) prior to student teaching
- Successfully complete a full-time semester of student teaching (EDUC 490P). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching.
- Earn a grade of B- or higher 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

Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

Preliminary Single Subject

Requirements for the Single Subject Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 305P	Secondary Methods II: Social Science	3
or EDTE 306P	Secondary Methods II: Science	
or EDTE 307P	Secondary Methods II: Mathematics	
or EDTE 308P	Secondary Methods II: English	
or EDTE 309P	Secondary Methods II: World Language	
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
EDUC 491P	Student Teaching for the Single Subject Credential [1]	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential [1]	3
Total Units		**42**

[1] EDUC 491S must be taken concurrently with EDUC 491P

Additional Requirements

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 number of units 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 professional preparation coursework.

Students committed to earning a preliminary Single Subject Credential must complete the following steps:

- Review the Steps to Earning Your Credential (https://www.sandiego.edu/soles/credential-steps/) website
- Declare an undergraduate major
- Satisfy the the Basic Skills Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion2)
- 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
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Satisfy the Subject Matter Proficiency Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion3) prior to student teaching
- Successfully complete a full-time semester of student teaching (EDUC 491P). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching.
- Earn a grade of B- or higher 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

Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

Preliminary Education Specialist

Requirements for the Preliminary Education Specialist Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
or EDTE 304P	Secondary Methods I	
EDTE 310P	Educational Psychology	3
EDTE 303P	Elementary Methods II: Humanities	3
or EDTE 305P	Secondary Methods II: Social Science	
or EDTE 306P	Secondary Methods II: Science	
or EDTE 307P	Secondary Methods II: Mathematics	
or EDTE 308P	Secondary Methods II: English	
or EDTE 309P	Secondary Methods II: World Language	
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for Multilingual Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment: Pre-Referral to Collaborative Support	3
EDSP 490P	Student Teaching Mild to Moderate Disabilities [1]	9
EDSP 490S	Education Specialist Student Teaching and Seminar-Mild Moderate [1]	3
Total Units		**42**

[1] EDSP 490S must be taken concurrently with EDSP 490P

Additional Requirements

Students committed to earning an Education Specialist Credential with Mild/Moderate Authorization must complete the following steps:

- Review the Steps to Earning Your Credential (https://www.sandiego.edu/soles/credential-steps/) website
- Declare an undergraduate major
- Satisfy the the Basic Skills Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion2)
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Pass the RICA (Reading Instruction Competencies Assessment)—to be taken upon completion of EDTE 301P Methods for Language & Literacy
- Satisfy the Subject Matter Proficiency Requirement (https://www.sandiego.edu/soles/credential-steps/#content-accordion3) prior to student teaching
- Successfully complete a full-time semester of student teaching EDSP 490P. Admission to the education special credential program does not guarantee acceptance into student teaching
- Earn a grade of B- or higher is required in all professional preparation
- Complete all California credential application papers and pay proper fees

Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA)

Contacts

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

Counseling & Marital and Family Therapy

Chair

Kristopher Hall, PhD

Faculty

Wendell Callahan, PhD

Nancy Chae, PhD

Todd M. Edwards, PhD

Ana Estrada, PhD

Ann Garland, PhD

Nedeljko Golubovic, PhD

Catherine Griffith, PhD

Florencia Lebensohn-Chialvo, PhD

Ian Martin, EdD

Jo Ellen Patterson, PhD

Sandra Tabet, PhD

Lily Vistica, MA

Lee Williams, PhD

The department offers several courses at the undergraduate level that support students who are interested in pursuing graduate degrees in Counseling & Marital and Family Therapy. These courses provide an introduction to a range of theoretical approaches and clinical applications to promote positive health, especially mental health, and wellness in culturally diverse populations.

MFTS 365 | CURRENT APPROACHES TO PEER ASSISTANCE
Units: 3
Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Examples of college student areas to explore include substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, crisis intervention, ethics, diversity dimensions, and skills to apply this knowledge as peer counselors. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

MFTS 366 | APPLIED EXPERIENCE IN PEER ASSISTANCE
Units: 2 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MFTS 365
This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer coaches for students identified “at-risk” (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified though early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women’s Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

MFTS 400 | INTRODUCTION TO MARITAL AND FAMILY THERAPY
Units: 3
Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interesting in pursuing careers in mental health services and medicine.

Shiley-Marcos School of Engineering

Dean

Chell A. Roberts, PhD

Administration

John Glick, PhD, Chair, Computer Science and General Engineering

Frank G. Jacobitz, PhD, Chair, Department of Mechanical Engineering

Susan M. Lord, PhD, Chair, Department of Integrated Engineering

Mikaya L. D. Lumori, PhD, Chair, Department of Electrical Engineering

Rick T. Olson, PhD, Associate Dean

Truc T. Ngo, PhD, Chair, Department of Industrial and Systems Engineering

Vision

Our vision is to deliver a high-quality student-centered engineering education that provides distinctive, authentic and supportive experiences that inspire students to make a positive difference.

Mission

Our mission is to provide engineering students with a holistic education so they are prepared to take on society's challenges and opportunities in socially, ethically and professionally responsible ways.

Values

Our core values that are critical to the success of our mission and vision are: academic excellence, caring, collaboration, curiosity, empathy, innovation, diversity and global awareness.

Our 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.

The computer science program is a four-year program leading to either a Bachelor of Science degree, or a Bachelor of Arts degree. Both degrees are rooted in the system of principles and theory that define what computers do. The Bachelor of Arts degree is well-suited for students who want a strong foundation in the fundamentals of computing. Many of these students will complement the degree with minor or second major. The Bachelor of Science degree provides a more comprehensive understanding of computer science and is ideal for the student who envisions a career in the field of computer science.

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

The engineering programs are 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. 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. The BS/BA in Engineering degree and BS in Computer Science are pursuing accreditation of their programs.

Academic Advising

All students in the Shiley-Marcos School of Engineering are assigned a faculty advisor who tracks the student’s progress toward attaining their degree. The advisor and student work together to ensure that the student is making satisfactory progress toward graduation. First-year students are assigned an advisor when they enroll in an engineering or computer science LLC class during their first semester. The Engineering Advisor also supports students with common advising and registration concerns. Transfer students are initially advised by the Engineering

Advisor, 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 students should be prepared to enroll in calculus, English composition, 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 9 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.

Support for ROTC Students

Army, Navy, and Air Force ROTC 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, students often take classes during Intersession and Summer Session. Students in these programs should consult with their faculty advisor or and Engineering Advisor to identify classes that may satisfy requirements in both their ROTC, and engineering programs. 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.

Connect Career Readiness Program

In addition to completing the university core curriculum and the requirements for their major, each student in the Shiley-Marcos School of Engineering must complete the Connect Career Readiness Program. The Connect Career Readiness Program supports students as they navigate the transition to post-graduate life. Through program events and activities, students will learn to recognize the connections between their interests and academic choices, emphasizing the value of professional development. They will also participate in various types of experiences that will help them explore career opportunities, gain valuable skills, and build professional networks.

Program Requirements: Complete 12 Connect Points

The Connect Program requires students to earn twelve compass points including required points which all students complete, and flexible points that reflect their interests.

Required Points (3 points)

a. **Connect Orientation:** All students must complete a Connect Orientation
b. **Networking Event:** All students must attend at least one networking event to complete the Connect Program. Networking events have a built-in programmatic element that helps students utilize their community and grow their network.
c. **Senior Graduation Survey:** All students must take the senior graduation survey that is administered through the MySanDiego portal.

Flexible Points (9 points)

In addition to required points, students must earn nine flexible Connect points. Points are earned by attending approved networking events, or by completing experiential education activities such as internships, research, or activities with community partners. A student can earn up to three of the flexible points prior to declaring a major.

For more information visit, Connect Career Readiness Program (https://www.sandiego.edu/engineering/resources/careers/).

Special Restrictions on the Use of the Pass/Fail Option

For engineering majors, the pass/fail option is not permitted in any course required by specific course prefix and title in the appropriate required program of study, or for the major-required electives. With the foregoing exceptions, the general university pass/fail regulations apply. See Academic Regulations (p. 51)for more information on pass/fail.

Residency Requirement

Computer Science degrees require that a a minimum of 15 units of upper division engineering classes be taken at USD. Engineering programs require that a minimum of 24 units of upper division engineering classes be taken at USD.

Center for Cyber Security Engineering and Technology

The University of San Diego's Center for Cyber Security Engineering and Technology (CCSET) is designed to develop and coordinate opportunities for world-class education, research and service to address threats to information systems. CCSET assists business, government, law enforcement, and private citizens to better prepare and respond to highly motivated, highly trained adversaries who are responsible for billions in lost revenue each year; catastrophic disruptions in service; terrorism and activism; a dark web of criminal activity; and constant peril to critical infrastructure.

University of San Diego's Center for Cyber Security Engineering and Technology is committed to mitigating cyber security risks developing and coordinating opportunities for education, research, outreach, and service to secure the future prosperity and freedom of in the digital realm. This effort combines the best technology, world-class curriculum and programs, and the mindset to approach the challenge holistically. Stakeholders from engineering, technology, law, policy, business and major industry sectors will all play a role in improving cyber security. USD is committed to uniting these communities to find real solutions, and changing the mentality in cyber security from reactive to proactive.

Computer Science

Chair

John Glick, PhD

Faculty

Satyan L. Devadoss, PhD

Saturnino Garcia, PhD

John Glick, PhD

Mark Heckman, PhD

Eric Jiang, PhD

Thomas Lupfer, MA

Jennifer Olsen, PhD

Charles Pateros, PhD

Ramesh Rajagopalan, PhD

Ebrahim Tarshizi, PhD, MBA

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.

The Computer Science Major (BS)

Preparation for the Major

Code	Title	Units
Required Courses		
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5
COMP 280	Introduction to Computer Systems	3.5
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 262	Discrete Mathematics	3
or MATH 260	Foundations of Higher Mathematics	
MATH 320	Linear Algebra	3
ISYE 330	Engineering Probability and Statistics	3
Natural Science [1]		6
Total Units		**37**

[1] Approved natural science classes include BIOL 240, BIOL 242, BIOL 300, CHEM 151, CHEM 152, EOSC 104, EOSC 105, EOSC 110, EOSC 123, EOSC 220, PHYS 136, PHYS 137, PHYS 270, PHYS 271, and their associated laboratories. Please consult with a computer science advisor for additional information.

Major Requirements

Code	Title	Units
Required Core Computer Science Courses		
COMP 305	Object-Oriented Design and Programming	3
COMP 370	Automata, Computability and Formal Languages	3
COMP 480	Algorithms	3
COMP 491	Senior Project I	3
COMP 492	Senior Project II	3
Systems Courses		
Select two of the following courses:		7
COMP 300	Principles of Digital Hardware	
COMP 310	Operating Systems	
COMP 375	Networking	
Upper-Division Elective Courses		
Select nine upper-division units from the following:		9
COMP 331	User-Centered Design and Prototyping	
COMP 332	Human-Centered Systems	
COMP 333	Human-Centered Data Science	
COMP 340	Numerical Analysis	
COMP 341	Numerical Analysis II	
COMP 345	Database Management Systems Design	
COMP 350	Computer Graphics	
COMP 351	Introduction to Artificial Intelligence	
COMP 352	Data Science Foundations and Programming	
COMP 360	Principles of Programming Languages	
COMP 365	Principles of Information Security	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
COMP 421	Embedded Software Development	
COMP 422	Advanced Embedded Software Development	
COMP 494	Special Topics in Computer Science	
COMP 499	Independent Study	
GENG 430	Bioinformatics	
CYBR 501	Introduction to Cybersecurity Concepts and Tools	
CYBR 502	Cybersecurity Network Defense	
Total Units		**31**

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

2) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in CYBR 501 or CYBR 502.
3) Students may not receive credits towards their undergraduate degree for both COMP 365 and CYBR 501 or CYBR 502.

Additional Requirements:

All computer science majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program. (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php)

Recommended Program of Study: Computer Science (BS)

First Year		
Semester I		**Units**
COMP 110	Computational Problem Solving	3.5
MATH 150	Calculus I	4
Core Curriculum		9
Semester II		
COMP 120	Programming Abstractions and Methodologies	3.5
MATH 151	Calculus II	4
MATH 262	Discrete Mathematics	3
Core Curriculum		6
Second Year		
Semester I		
COMP 280	Introduction to Computer Systems	3.5
ISYE 330	Engineering Probability and Statistics	3
Core Curriculum		9.5-11.5
Semester II		
COMP 230	Advanced Computational Problem Modeling	3.5
COMP Systems Course		3.5
MATH 320	Linear Algebra	3
Core Curriculum and Electives		6.5-8.5
Third Year		
Semester I		
COMP 305	Object-Oriented Design and Programming	3
COMP Systems Course or Upper-Division COMP Elective		3-3.5
Core Curriculum and Electives		9-12
Semester II		
COMP 480	Algorithms	3
COMP Systems Course or Upper-Division COMP Elective		3-3.5
Upper-Division COMP Elective		3
Core Curriculum and Electives		6
Senior Year		
Semester I		
COMP 491	Senior Project I	3
COMP 370	Automata, Computability and Formal Languages	3
Core Curriculum and Electives		9-12
Semester II		
COMP 492	Senior Project II	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12

Concentrations in Computer Science (9 - 9.5 units)

Concentrations allow majors to develop a level of depth in a particular area of computer science. Courses taken toward a concentration may also apply to the upper-division elective requirements of the major. Concentrations are optional, and so are not required by the computer science major. Participation in the cyber security concentration requires approval of the chair of computer science and the dean of the Shiley-Marcos School of Engineering.

Code	Title	Units
Concentration in Embedded Software Development		
COMP 421	Embedded Software Development	3
COMP 422	Advanced Embedded Software Development	3
One of the following courses:		3-3.5
COMP 365	Principles of Information Security	
COMP 375	Networking	
Total Units		**9-9.5**

Code	Title	Units
Concentration in Human-Computer Interaction		
COMP 331	User-Centered Design and Prototyping	3
COMP 332	Human-Centered Systems	3
COMP 333	Human-Centered Data Science	3
Total Units		**9**

Code	Title	Units
Concentration in Cyber Security		
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
One of the following courses:		3-3.5
COMP 375	Networking	
An additional CYBR course		
Total Units		**9-9.5**

Code	Title	Units
Concentration in Data Science and Artificial Intelligence		
COMP 351	Introduction to Artificial Intelligence	3
COMP 352	Data Science Foundations and Programming	3
One of the following courses:		3
COMP 333	Human-Centered Data Science	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
GENG 430	Bioinformatics	
Total Units		9

Notes:
1) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in 500-level CYBR courses.
2) Students applying COMP 375 to both a concentration (Embedded Software Development or Cyber Security) and to the system courses requirement must take an additional computer science upper division elective course.
3) Students completing the Cyber Security concentration by taking nine units of 500-level CYBR classes must be enrolled in the Combined Undergraduate

Computer Science and MS in Cyber Security Engineering program at the time the third CYBR course is taken.

Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MSCSE) Program
A student who has applied, accepted, and indicated that they will enter the MSCSE Program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in Computer Science, and to the requirements of the MSCSE Program. Those units shall include CYBR 501 and CYBR 502, and any of the following CYBR courses: 503, 504, 506, 508, 510 and 512.

The MSCSE Program requires 30 units (computer science majors do not need to take a 6-unit course in software, operating systems, and networking fundamentals that would bring the unit count to 36), and MSCSE students take 6 units per semester. So a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall and spring). Thus, a students can earn a BS or BA in Computer Science plus an MS in Cyber Security Engineering in 4 years of undergraduate coursework plus 1 year of graduate coursework.

The Computer Science Major (BA)

Preparation for the Major

Code	Title	Units
Required Courses		
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5
COMP 280	Introduction to Computer Systems	3.5
MATH 150	Calculus I	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
Elective Math Course		
Select one of the following:		3
ISYE 330	Engineering Probability and Statistics	
MATH 320	Linear Algebra	
Total Units		**24**

Major Requirements

Code	Title	Units
Required Core Computer Science Courses		
COMP 305	Object-Oriented Design and Programming	3
COMP 480	Algorithms	3
COMP 491	Senior Project I	3
COMP 492	Senior Project II	3
Systems Course		
Select one of the following courses:		3.5
COMP 300	Principles of Digital Hardware	
COMP 310	Operating Systems	
COMP 375	Networking	
Upper-Division Elective Courses		
Select nine upper-division units from the following:		9
COMP 331	User-Centered Design and Prototyping	
COMP 332	Human-Centered Systems	
COMP 333	Human-Centered Data Science	
COMP 340	Numerical Analysis	
COMP 341	Numerical Analysis II	
COMP 345	Database Management Systems Design	
COMP 350	Computer Graphics	
COMP 351	Introduction to Artificial Intelligence	
COMP 352	Data Science Foundations and Programming	
COMP 360	Principles of Programming Languages	
COMP 365	Principles of Information Security	
COMP 370	Automata, Computability and Formal Languages	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
COMP 421	Embedded Software Development	
COMP 422	Advanced Embedded Software Development	
COMP 494	Special Topics in Computer Science	
COMP 499	Independent Study	
GENG 430	Bioinformatics	
CYBR 501	Introduction to Cybersecurity Concepts and Tools	
CYBR 502	Cybersecurity Network Defense	
Total Units		**24.5**

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

2) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in CYBR 501 or CYBR 502.
3) Students may not receive credit towards their undergraduate degree for both COMP 365 and CYBR 501 or CYBR 502.

Additional Requirements:

All computer science majors must satisfy the core curriculum specified by the University and the Connect Career Readiness Program. (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php)

Recommended Program of Study: Computer Science (BA)

First Year

Semester I		**Units**
COMP 110	Computational Problem Solving	3.5
MATH 150	Calculus I	4
Core Curriculum		9
Semester II		
COMP 120	Programming Abstractions and Methodologies	3.5
Core Curriculum		9
MATH 262 or 260	Discrete Mathematics Foundations of Higher Mathematics	3
Second Year		
Semester I		
COMP 280	Introduction to Computer Systems	3.5
ISYE 330 or MATH 320	Engineering Probability and Statistics Linear Algebra	3
CC		9-11.5
Semester II		
COMP 230	Advanced Computational Problem Modeling	3.5
Core Curriculum and Electives		12-14.5

Third Year		
Semester I		
COMP 305	Object-Oriented Design and Programming	3
COMP Systems Course or Upper-Division COMP Elective		3
Core Curriculum and Electives		10-12
Semester II		
COMP 480	Algorithms	3
COMP Systems Course or Upper-Division COMP Elective		3
Core Curriculum and Electives		10-12
Senior Year		
Semester I		
COMP 491	Senior Project I	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12
Semester II		
COMP 492	Senior Project II	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12

Concentrations in Computer Science (9 - 9.5 units)

Concentrations allow majors to develop a level of depth in a particular area of computer science. Courses taken toward a concentration may also apply to the upper-division elective requirements of the major. Concentrations are optional, and so are not required by the computer science major. Participation in the cyber security concentration requires approval of the chair and the dean of the Shiley-Marcos School of Engineering.

Code	Title	Units
Concentration in Embedded Software Development		
COMP 421	Embedded Software Development	3
COMP 422	Advanced Embedded Software Development	3
One of the following courses:		3-3.5
COMP 365	Principles of Information Security	
COMP 375	Networking	
Total Units		**9-9.5**

Code	Title	Units
Concentration in Human-Computer Interaction		
COMP 331	User-Centered Design and Prototyping	3
COMP 332	Human-Centered Systems	3
COMP 333	Human-Centered Data Science	3
Total Units		**9**

Code	Title	Units
Concentration in Cyber Security		
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
One of the following courses:		3-3.5
COMP 375	Networking	
An additional CYBR course numbered CYBR 503 or higher		
Total Units		**9-9.5**

Code	Title	Units
Concentration in Data Science and Artificial Intelligence		
COMP 351	Introduction to Artificial Intelligence	3
COMP 352	Data Science Foundations and Programming	3
One of the following courses:		3
COMP 333	Human-Centered Data Science	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
GENG 430	Bioinformatics	
Total Units		9

Notes:
1) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in 500-level CYBR courses.
2) Students applying COMP 375 to both a concentration (Embedded Software Development or Cyber Security) and to the systems course requirement must take an additional computer science upper division elective course.
3) Students completing the Cyber Security concentration by taking nine units of 500-level CYBR classes must be enrolled in the Combined Undergraduate Computer Science and MS in Cyber Security Engineering program at the time the third CYBR course is taken.

Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MSCSE) Program

A student who has applied, accepted, and indicated that they will enter the MSCSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in Computer Science, and to the requirements of the MSCSE program. Those units shall include CYBR 501, CYBR 502, and any of the following: CYBR courses: 503, 504, 506, 508, 510, and 512.

The MSCSE program requires 30 units (computer science majors do not need to take a 6-unit course in software, operating systems, and networking fundamentals that would bring the unit count to 36), and MSCSE students take 6 units per semester. So a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall, and spring). Thus, a student can earn a BS or BA in computer science plus an MS in Cyber Security Engineering in 4 years of undergraduate coursework plus 1 year of graduate coursework.

The Computer Science 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:

Code	Title	Units
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
12 additional units [1]		12
Total Units		**19**

[1] At least 9 of which are in upper division courses, excluding COMP 498.

Note: Neither COMP 100 nor COMP 498 may be applied toward the requirements for the minor in computer science.

The Minor in Information Science

The information science minor is intended for students who have a special interest in the analysis, design, implementation, and use of computer-based information systems and organizations. Minimum requirements for the minor in information science are:

Code	Title	Units
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5
ITMG 350	Management Information Systems	3
Nine additional units [1]		9

[1] At least 6 of which are in upper division courses chosen from:

a. the computer science offerings listed in this course catalog, excluding COMP 100 and COMP 498. COMP 345 is highly recommended.

b. ITMG 350 Management Information Systems

COMP 100 | INTRODUCTORY COMPUTER PROGRAMMING
Units: 3 Repeatability: No
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 110.

COMP 110 | COMPUTATIONAL PROBLEM SOLVING
Units: 3.5 Repeatability: No
Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 (Can be taken Concurrently) or MATH 133 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently) or MATH 151 (Can be taken Concurrently)
An introduction to computational problem solving using the Python programming language. Students will learn the basic elements of programming (e.g. conditionals, loops, inputs/outputs), modular program design, and the basics of data abstraction through object-oriented programming.

COMP 120 | PROGRAMMING ABSTRACTIONS AND METHODOLOGIES
Units: 3.5 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C-
A continued exploration of computational problem solving, with a focus on using abstraction to manage program complexity. Students will learn to use both functional and data abstractions, analyze the time and space complexity of algorithms, and utilize functional, object-oriented, and event-driven paradigms within their programs.

COMP 160 | PROGRAMMING LANGUAGES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: COMP 110 with a minimum grade of C-
Introduction to a particular high-level programming language such as C, C++, Java, Ruby, MATLAB, and Maple. Programming assignments appropriate to the language studied. This course does not satisfy any of the requirements for the major in computer science.

COMP 230 | ADVANCED COMPUTATIONAL PROBLEM MODELING
Units: 3.5 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Advanced data structures (e.g. graphs, priority queues, quad trees, etc.) from the perspective of solving advanced computational problems. Students will learn to program in the Java programming language using object-oriented features such as inheritance, interfaces and generics.

COMP 280 | INTRODUCTION TO COMPUTER SYSTEMS
Units: 3.5 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C-
Introduction to computer systems; data representation; machine/assembly languages; memory organization; virtual memory; and concurrency.

COMP 294 | SPECIAL TOPICS IN COMPUTER SCIENCE
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

COMP 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

COMP 300 | PRINCIPLES OF DIGITAL HARDWARE
Units: 3.5 Repeatability: No
Prerequisites: (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 280 with a minimum grade of C-
Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week.

COMP 305 | OBJECT-ORIENTED DESIGN AND PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C-
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.

COMP 310 | OPERATING SYSTEMS
Units: 3.5 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming.

COMP 331 | USER-CENTERED DESIGN AND PROTOTYPING
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: COMP 110 with a minimum grade of C-
To develop effective software products, Human-Computer Interaction (HCI) methods are needed to align user needs with the product design. Some considerations in this design are how to maximize usefulness and enjoyment while reducing frustration and human error. HCI methods draw from a range of disciplines including computer science, cognitive science, and design. In this course, we will engage in a user-centered approach to this design problem including ideation, evaluation of systems based on design principles, gathering and evaluation of user needs, and rapid prototyping and testing of designs.

COMP 332 | HUMAN-CENTERED SYSTEMS
Units: 3 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C-
Computing systems are everywhere in our daily lives as tools to complete tasks and guiding our decisions through providing information. In this course, we will discuss the interaction techniques through which we use these systems. As part of this conversation we will discuss different forms of human-centered systems such as personal computing, VR/AR, robotics, ubiquitous computing, and social computing and principles of human factors that guide the design of these systems.

COMP 333 | HUMAN-CENTERED DATA SCIENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C- and (MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Data is constantly being collected through our everyday computing devices and one question is what do we do with it. With human-centered systems, data can be used to both provide users with a better experience, test the current experience, and provide information to the user. In this class, we will address how to measure the effectiveness of a user system - including the collection of data and testing, the use of machine learning to support human behaviors, and how to visualize data for humans to interpret along with the ethics of this data collection and use.

COMP 340 | NUMERICAL ANALYSIS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
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.

COMP 341 | NUMERICAL ANALYSIS II
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and COMP 340 with a minimum grade of C-
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 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C-
Introduction to database concepts; data models; query facilities; and file organization and security.

COMP 350 | COMPUTER GRAPHICS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and MATH 320 with a minimum grade of C-
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.

COMP 351 | INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C- (Can be taken Concurrently)
Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored including computer vision, pattern recognition, image processing, biomedical systems, internet of things, and robotics.

COMP 352 | DATA SCIENCE FOUNDATIONS AND PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: COMP 110
This course is an introduction to fundamental concepts of data science, data science programming, and problem-solving techniques for data-driven problems. Python and R are the languages used to analyze and deliver insights from real-world datasets in this course. Topics include the basics of R, the application of Python to data science, data acquisition, integration and transformation, problem understanding, data preparation, standardization, and exploratory data analysis. In addition, command-line tools and editors are explored in UNIX, and methods to access and analyze RDBMS databases are examined. The course ends with introducing students to the basics of machine learning models.

COMP 355 | DIGITAL MODELING AND SIMULATION
Units: 3
Prerequisites: MATH 151 with a minimum grade of C- and COMP 305 with a minimum grade of C-
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 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages.

COMP 365 | PRINCIPLES OF INFORMATION SECURITY
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Introduction to fundamental concepts in cyber security: policies, threats, vulnerabilities, risk and controls; Identification and authentication; Access control; Cryptographic mechanisms: Ciphers, hashes, message authentication codes, and digital certificates; Malware, infection vectors, and mitigations; Attacks on various application domains, such as web applications; Tools and techniques for developing secure software.

COMP 370 | AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Finite state machines; formal grammars; computability and Turing machines.

COMP 375 | NETWORKING
Units: 3.5 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
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 280 with a grade of C- or better.

COMP 380 | NEURAL NETWORKS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and MATH 320 with a minimum grade of C-
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.

COMP 382 | INTRODUCTION TO DATA MINING
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and ISYE 330 with a minimum grade of C-
The course provides a comprehensive introduction to data mining with a primary focus on fundamental concepts, algorithms and applications of association analysis, classification and clustering modeling. It will also cover ethical issues related to data mining.

COMP 421 | EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Development of "bare metal" embedded software, running on a microcontroller with no operating system support. Real-time requirements for finishing tasks within a fixed interval of time and for responding to asynchronous events are emphasized, along with techniques for writing reliable code for a memory-constrained microcontroller. All code is written in C using freely available development tools.

COMP 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-
Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

COMP 480 | ALGORITHMS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity.

COMP 491 | SENIOR PROJECT I
Units: 3 Repeatability: No
Prerequisites: COMP 305
Students will develop professional skills in realistic software design and engineering, including human/computer interface design techniques, software architecture, teamwork, and project management, incorporating technical and non-technical considerations. Work will prepare students for implementing, testing and documenting the project in COMP 492, Senior Project II.

COMP 492 | SENIOR PROJECT II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: COMP 491
This course is the second semester of the required two semester senior capstone experience for the computer science majors. In this course, students working in teams integrate their training in computer science and other disciplines, to implement, test, and document a significant piece of software based on a design developed in the first semester of the capstone experience, COMP 491. Students document their work, and demonstrate it in multiple public venues.

COMP 494 | SPECIAL TOPICS IN COMPUTER SCIENCE
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

COMP 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in computer science. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

COMP 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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)
Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

Electrical Engineering

Chair

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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.

Educational Objectives

- 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 including an ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- acquire and apply new knowledge as needed, using appropriate learning strategies
- 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 with the addition of one additional 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.

The Electrical Engineering Major

Preparation for Major

The mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematics competency, natural sciences, and upper division writing. In support of the professional practice of engineering, there are requirements for knowledge of communication and engineering ethics. These courses also fulfill university core requirements. In addition, economics (ECON 101 or 102) is recommended.

Code	Title	Units
Mathematics and Science Requirements		
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	Engineering Probability and Statistics	3
or MATH 315	Applied Probability and Statistics	
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
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Life Science Elective		3
Total Mathematics and Science Units		36
Engineering Core Requirements		
COMP 110	Computational Problem Solving	3.5
or ENGR 121	Engineering Programming	
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
or PHYS 272	Introduction to Modern Physics	
Total Engineering Core Units		18
Engineering Professional Practice Requirements		
COMM 203	Public Speaking [1]	3
PHIL 342	Engineering Ethics	3
Total Professional Practice Requirements		6

[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 Engineering Requirements

These courses include units in electrical engineering science and design. These classes are required by the major:

Code	Title	Units
ELEC 201	Electrical Circuits	4
ELEC 201L	Electrical Circuits Lab	0
ELEC 301	Electronics I	4
ELEC 302	Electronics II	4
ELEC 310	Embedded Systems Design	4
ELEC 311	Semiconductor Electronic Devices	3
ELEC 320	Principles of Electrical Power	3
ELEC 340	Digital Design	4
ELEC 350	Signals and Systems	3
ELEC 430	Applied Electromagnetics	4
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):		6
ELEC 403	Advanced Electronic Circuit Design	
ELEC 410	Microcomputer-Based Systems Design	
ELEC 432	Radio Frequency and Microwave Engineering	
ELEC 450	Digital Signal Processing and Applications	
ELEC 456	Biomedical Instrumentation	
ENGR 465	Forensic Engineering	
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	
Total Units		**54**

New elective offerings are often made available; a complete list of approved electives can be obtained from the chair of electrical engineering.

Additional Requirements:

All electrical engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php).

Required Program of Study: Electrical Engineering

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110 or ENGR 121	Computational Problem Solving Engineering Programming	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110 or ENGR 121	Computational Problem Solving Engineering Programming	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3
Sophomore Year		
Semester I		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
ELEC 201	Electrical Circuits	4
MATH 250	Calculus III	4
ISYE 330	Engineering Probability and Statistics	3
MENG 210	Statics	3
PHYS 272 or MENG 260	Introduction to Modern Physics Introduction to Thermal Sciences	3
Junior Year		
Semester I		
ELEC 301	Electronics I	4
ELEC 340	Digital Design	4
ELEC 311	Semiconductor Electronic Devices	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
CC elective		6
Senior Year		
Semester I		
ELEC 320	Principles of Electrical Power	3
ELEC 430	Applied Electromagnetics	4
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
CC elective		6
Senior Year 2		
Semester I		
ELEC elective		3
CC electives		12

ELEC 102 | INTRODUCTION TO ELECTRO-TECHNOLOGY PRACTICE
Units: 3
Non-Core Attributes: Physical Science-Pre F17 CORE
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 Repeatability: No
Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271
Corequisites: ELEC 201L
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 201L | ELECTRICAL CIRCUITS LAB
Units: 0 Repeatability: No
Prerequisites: ELEC 201 (Can be taken Concurrently)
Laboratory for ELEC 201.

ELEC 294 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to electrical/electronics/computer engineering. May be repeated for credit with a different topic.

ELEC 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

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 Repeatability: No
Prerequisites: (COMP 110 or 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 310L | INTRODUCTION TO MICROCOMPUTERS
Units: 1
Non-Core Attributes: Lab

ELEC 311 | SEMICONDUCTOR ELECTRONIC DEVICES
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and MATH 151 and PHYS 271
Semiconductor fundamentals and basic application including crystal structure and energy bands, charge carriers and their movements in crystal (thermal motion, drift, and diffusion) physics of semiconductors under non-equilibrium (generation and recombination, quasi-Fermi levels, and light-generated carriers), P-N junctions, field effect transistors, bipolar junction transistors. Three hours weekly. Fall 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 Repeatability: No
Prerequisites: (ENGR 121 or COMP 110 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 Repeatability: No
Prerequisites: (COMP 110 or ENGR 121 or COMP 150) 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 351 | INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C-
Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored including computer vision, pattern recognition, image processing, biomedical systems, internet of things, and robotics.

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 422 | MECHATRONICS SYSTEMS ENGINEERING
Units: 3 Repeatability: No
Prerequisites: MATH 310 and (ENGR 121 or COMP 110) and ENGR 102 and ELEC 201 and ELEC 310
This course is an introduction to mechatronics as a discipline and covers fundamentals of mechatronic systems. The emphasis will be on the interplay of the constituent disciplines (mechanics-electronics-software-control) in design of modern products and systems. The content will include: ways of integration of mechanics- electronics-software, fundamentals of modeling of engineering processes, systems identification, sensors, actuators, power processing in mechatronic systems, control of closed-loop mechatronic systems, and its implementation.

ELEC 430 | APPLIED ELECTROMAGNETICS
Units: 4 Repeatability: No
Prerequisites: MATH 311 and PHYS 271 and ELEC 350
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. 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 472L | WIRELESS AND DIIGITAL COMMUNICATIONS LAB
Units: 1
Prerequisites: ELEC 470 and ELEC 472 (Can be taken Concurrently)

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 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ELEC 302 and ELEC 310 and ELEC 350
Proposal and concept design phase of a capstone project culminating in a documented and approved project to be implemented in Electrical Engineering Design and Practice II (ELEC 492). Working as a multidisciplinary team, an iterative design process is applied to a major design experience based on the knowledge and skills acquired in earlier course work. Stages of design include problem identification, formulation of requirements, research and analysis, evaluation of alternatives, use of modern design methods and engineering techniques that incorporate realistic constraints, project planning, testing and proof-of-concept. Societal, ethical, and professional practice considerations are integrated into the design process. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester.

ELEC 492 | ELECTRICAL ENGINEERING DESIGN AND PRACTICE II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ELEC 491W
Principles of engineering design culminating in a project that applies and integrates topics in electrical and electronic circuits, signals, and systems; technical and non-technical considerations; research, planning, analysis, detail design, prototyping, implementation, testing, evaluation, and documentation of an engineering design project; design reviews including written reports and oral presentations to multiple audiences. Two hours of lecture and four hours of laboratory weekly. 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 electrical/electronics/computer engineering. May be repeated for credit with a different topic.

ELEC 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in electrical 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. May be repeated for credit.

ELEC 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

Engineering

ENGR 101 | INTRODUCTION TO ENGINEERING
Units: 3-4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: MATH 150 (Can be taken Concurrently)
Introduction to the field of engineering. Students work in small teams to solve open-ended interdisciplinary design problems, including concept generation, analysis, computer aided design (CAD) modeling, construction, testing, development, and documentation. The project work is enhanced with lectures, activities, and reading on design, manufacturing, and engineering tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-laboratory weekly.

ENGR 102 | INTRODUCTION TO ELECTROMECHANICAL SYSTEM DESIGN
Units: 3 Repeatability: No
Prerequisites: ENGR 101 and MATH 151 (Can be taken Concurrently) and (ENGR 121 or COMP 110 or COMP 150) and PHYS 270 (Can be taken Concurrently)
Introduction to the use of sensors, actuators, controllers, and computer interfaces for the use with electro-mechanical systems. Application of the engineering design process culminating in a team-based design project.

ENGR 103 | USER-CENTERED DESIGN
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Prerequisites: ENGR 101 and MATH 151 (Can be taken Concurrently)
Introduction to strategies for developing designs that emphasize how users will interact with the final product. Iterative design methods to elicit user requirements, generate alternative designs, develop low-fidelity prototypes, and evaluate designs from the user's perspective. Individual and collaborative strategies for design thinking, concept development, and functional evaluation.

ENGR 110 | THE DESIGN OF COFFEE
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
This course serves as an introduction to how engineers approach and solve problems, demonstrated by the process of roasting and brewing coffee. Students will be introduced to basic principles of engineering analysis and design, and guided through a series of laboratory experiments testing the effect of design choices on the sensory quality of coffee. Both qualitative and quantitative concepts will be included in the course, along with discussion on the implications of coffee production and harvesting on land use, agriculture industry, labor force, economies, and societies. This course fulfills a Scientific and Technological Inquiry core curriculum requirement for non-majors. Concurrent registration in MATH 115 or higher recommended.

ENGR 121 | ENGINEERING PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: MATH 150 (Can be taken Concurrently)
Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly.

ENGR 241 | ACOUSTICS OF MUSICAL INSTRUMENTS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
An exploration of the acoustical properties of musical instruments that combines the concepts of musical acoustics with the design and construction of musical instruments. Analysis of musical tones using instrumentation. Analysis of vibrating structures using SolidWorks. The course will culminate in student innovative design projects. Not intended for engineering majors.

ENGR 294 | SPECIAL TOPICS IN ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in various areas of engineering theory and practice. May be repeated for credit with a different topic.

ENGR 296 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in engineering. Problem selected after consultation with faculty. Written report required. Prior approval by department chair or dean is required.

ENGR 298 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3
Directed lower division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit.

ENGR 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

ENGR 311 | ENGINEERING MATERIALS SCIENCE
Units: 3 Repeatability: No
Prerequisites: (CHEM 151 and CHEM 151L) and MATH 151 and PHYS 271
Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

ENGR 315 | COFFEE: ENGINEERING, THE GLOBAL INDUSTRY AND SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Non-Core Attributes: Lab
Prerequisites: ISYE 330
This course introduces students to the engineering, science and economic aspects of the coffee growing, harvesting, production, distribution, roasting, grinding and brewing processes. Students will apply fundamental principles of engineering analysis and design, and be guided through a series of laboratory experiments testing the effect of design choices on the sensory quality and measured properties of brewed coffee. This course examines both historical and contemporary systems of the coffee industry and the constructs that have dominated its social, economic and political aspects. Students will also critically examine and recognize how different cultures and social statuses may lead to disparities in coffee experiences, and explore the social, economic and environmental impacts of the coffee industry around the world. Students may not receive credit for both ENGR 110 and ENGR 315.

ENGR 351 | COMMUNITY-BASED PARTICIPATORY ENGINEERING APPRENTICESHIP
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: ENGR 103
Interdisciplinary apprenticeship course to support engineers' ability to work with community groups around socio-technical problems. Explorations of the historical and contemporary contexts and impacts of designs, systems, processes and products surrounding and involving engineering and engineers will be applied to a community context. Collaborations with communities to share knowledge and understanding and to co-create project briefs related to engineering in support of social justice.

ENGR 465 | FORENSIC ENGINEERING
Units: 3 Repeatability: No
This course deals with the interaction between the engineering and legal communities. Through case studies, students will learn about the legalities associated with being an engineer. The analysis stage of the engineering design process will be dissected and viewed as it is interpreted by the courts. Standard of care and legal standards for review of engineering design will be discussed. Duties of the engineer, the manufacturer, and the end user will be compared and contrasted. Students will perform forensic analyses of product failure cases. Legal concepts will be conveyed via case studies and Law Review articles.

ENGR 494 | SPECIAL TOPICS IN ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to engineering. May be repeated for credit with a different topic.

ENGR 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 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 engineering. Prior approval by department chair or dean is required. May be repeated for credit.

ENGR 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 or MATH 150)
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. May be repeated for credit.

ENGR 594 | SPECIAL TOPICS IN CYBER SECURITY ENGINEEIRNG
Units: 1-6 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of cyber security engineering engineering. May be repeated for credit with a different topic.

Industrial & Systems Engineering

Department Chair

Truc T. Ngo, PhD, Chair

Faculty

Bradley Chase, PhD, MPH

Odesma Dalrymple, PhD

Maryam Keshtzari, PhD

Jae D. Kim, PhD

Leonard A. Perry, PhD

Rick T. Olson, PhD

Chell A. Roberts, PhD

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 and systems engineering in industry, service, consulting, or government organizations.
- Design, develop and implement sustainable, value-added improvements to integrated industrial and service systems to achieve organizational goals.
- Collaborate and communicate effectively with others as members or leaders of engineering or multidisciplinary teams.
- Continue to develop skills in engineering, business, management, leadership, or other industrial and systems engineering related fields.

To achieve these objectives, the ISyE program has been designed to ensure that graduates have achieved the following outcomes, including the ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- acquire and apply new knowledge as needed, using appropriate learning strategies.

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 and Systems Engineers (IISE).

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, Thermo Fisher Scientific, Sharp Healthcare, Scripps Health, BAE Systems, SPAWAR Systems Center, and the Kiran Group, 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.

The ISYE Major

Preparation for the Major

Preparation for the major requirements are the completion of the following courses with a grade point average of 2.0 or better.

Code	Title	Units
Mathematics and Science		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 310	Applied Mathematics for Science and Engineering I	3
Math Elective [1]		3
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
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Total Mathematics and Science Units		26
Engineering Core:		
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
MENG 210	Statics	3
Engineering Elective [2]		3
Total Engineering Core Units		18
Total Preparation for Major Units (Minimum)		44

[1] MATH 250, MATH 222, MATH 262 or another mathematics class approved by ISyE chair.

[2] ELEC 201, MENG 260, GENG 288 or another engineering course approved by ISyE chair.

Industrial & Systems Engineering Requirements

These courses include units in ISyE science and design. These classes are required by the major. A grade of C- or better is required in ISYE 330. A minimum of 34 units of Preparation for the Major must be completed before taking ISYE 305, ISYE 310, and ISYE 340.

Code	Title	Units
PHIL 342	Engineering Ethics [3]	3
MENG 311	Materials Science and Engineering	3

or ENGR 311	Engineering Materials Science	
ISYE 220	Engineering Economics	3
ISYE 305	Industrial and Systems Engineering Professional Practice	3
ISYE 310	Work Analysis and Design	4
ISYE 320	Introduction to Systems Engineering	3
ISYE 330	Engineering Probability and Statistics	3
ISYE 335	Six Sigma - Process Improvement Methods	4
ISYE 340	Operations Research I	3
ISYE 350 & 350L	Manufacturing Processes and Manufacturing Processes Laboratory	4
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 491	ISyE Senior Design Preparation	1
ISYE 492	Industrial and Systems Engineering Design Project	3
ISYE Electives [4]		15
Total Units		**68**

[3] The following courses are also acceptable: PHIL 332 (Business Ethics), PHIL 338 (Environmental Ethics), PHIL 345 (Computer Ethics)

[4] Students must select 15 units of ISyE program electives. Nine units of these electives must be upper division within the school of engineering. Three of the remaining six units must be upper division. The currently approved engineering upper division electives include ISYE 380, ISYE 385, ISYE 410, ISYE 450, ISYE 480, NAVS 301, and ISYE 494 special topics courses. Consult with the ISyE chair for other approved electives.

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.

Additional Requirements

All industrial and systems engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php).

Concentration in Sustainability (12 units)

This Concentration in Sustainability allows ISyE majors to delve more into sustainable engineering concepts and practices to improve process and system designs/configurations. Upon completing the cluster of required courses, students will have a portfolio of projects, problem solving and hands-on practices demonstrating their competency in the subject matter. The Sustainability Concentration is intended to be an integral part of the existent ISyE BS/BA degree program. Students are required to complete a minimum of 12 course units with letter grades of C- or better. Students may use all 12 concentration units towards their ISyE program electives. Course requirements include the following:

Code	Title	Units
Required Courses:		
ISYE 380	Sustainability and Engineering	3
ISYE 385	Technology, Environment and Society	3
Select two of the following courses:		
EOSC/BIOL 112	Ecology and Environmental Biology	3-4
EOSC 305	Environmental Assessment Practices	3
CHEM 355	Environmental Chemistry	3
BSCM 305	Sustainable Global Supply Chain Management	3
ECON 308	Environmental and Natural Resource Economics	3
ETLW 302	Business and Society	3
ETLW 403	Sustainability and Business	3
Or another sustainability related course approved by ISyE department chair.		

Recommended Program of Study: Industrial & Systems Engineering

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
CC Electives		6
Semester II		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
Or		
CHEM 151 & 151L	General Chemistry I	4
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3
Sophomore Year		
Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
ISYE 330	Engineering Probability and Statistics	3
MENG 210	Statics	3
Math Elective		3
Engineering Elective		3
CC Elective		3
Junior Year		
Semester I		
ISYE 220	Engineering Economics	3

ISYE 305	Industrial and Systems Engineering Professional Practice	3
ISYE 310	Work Analysis and Design	4
ISYE 340	Operations Research I	3
MENG 311 or ENGR 311	Materials Science and Engineering Engineering Materials Science	3
Semester II		
ISYE 320	Introduction to Systems Engineering	3
ISYE 335	Six Sigma - Process Improvement Methods	4
ISYE 350 & 350L	Manufacturing Processes	4
ISYE 440	Operations Research II	3
ISyE Program Elective I		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 491	ISyE Senior Design Preparation	1
ISyE Program Elective II		3
CC Elective		3
Semester II		
ISYE 460	Operations and Supply Chain Management	3
ISYE 492	Industrial and Systems Engineering Design Project	3
ISyE Program Elective III		3
ISyE Program Elective IV		3
CC Elective		3
Senior Year 2		
Semester I		
CC Electives		15
ISyE Program Elective V		3

ISYE 220 | ENGINEERING ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ISYE 330 (Can be taken Concurrently)
Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly.

ISYE 294 | 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 Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

ISYE 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

ISYE 305 | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
Prerequisites: (FYW 150 or CORE 2CFYW) and ISYE 310 (Can be taken Concurrently)
An introduction to professional skills needed for success in industry including written communication, oral communication, teamwork, leadership skills, and career management. Topics and projects include iterative writing process, literature reviews, technical reports, peer review techniques, self-awareness, emotional intelligence, personal branding, and global/intercultural awareness. Three hours lecture weekly.

ISYE 310 | WORK ANALYSIS AND DESIGN
Units: 4 Repeatability: No
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 Repeatability: No
Prerequisites: ISYE 220 with a minimum grade of C- and ISYE 330 with a minimum grade of C- and ISYE 305
This course introduces the theory and methods used to design and analyze systems. System life-cycle principle and different stages of the system development process are examined, practiced and applied to create integrated solutions to an engineering problem.

ISYE 330 | ENGINEERING PROBABILITY AND STATISTICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
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 | SIX SIGMA - PROCESS IMPROVEMENT METHODS
Units: 4 Repeatability: No
Prerequisites: ISYE 310 and ISYE 330 with a minimum grade of C-
Application of statistics to improving quality and productivity. 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 Repeatability: No
Prerequisites: (MATH 310 or MATH 320)
Deterministic models and methods in operations research. Simplex method, sensitivity analysis, integer programming and network algorithms. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly.

ISYE 350 | MANUFACTURING PROCESSES
Units: 3 Repeatability: No
Prerequisites: (MENG 311 or ENGR 311) and MENG 210
Corequisites: ISYE 350L
Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metals, polymers, composites, etc.) into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

ISYE 350L | MANUFACTURING PROCESSES LABORATORY
Units: 1 Repeatability: No
Corequisites: ISYE 350
Applications of theoretical concepts learned in the Manufacturing Processes lecture class to design products, develop computer codes for machining, and produce parts out of various starting materials such as metals and plastics while considering quality, cost and sustainability implications. Manufacturing methods include, but not limited to: computer numerical control (CNC) machining, computer-aided manufacturing (CAM), welding, plastics forming, and design for manufacturing and assembly.

ISYE 380 | SUSTAINABILITY AND ENGINEERING
Units: 3 Repeatability: No
The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

ISYE 385 | TECHNOLOGY, ENVIRONMENT AND SOCIETY
Units: 3 Repeatability: No
Prerequisites: ISYE 380 (Can be taken Concurrently) or ISYE 330
An interdisciplinary course that evaluates options for improving energy and resource productivity from the perspective of technology, economics, natural ecosystems, and public policy. Course covers methods for analyzing the environmental impacts of industrial and consumer activities. Topics include industrial ecosystems, life cycle assessments, and policy options for environmental sustainability. Analysis of the balance between resource availability and demand, and the relationship between energy use and technology will be explored. Prior completion of ISYE 380 recommended.

ISYE 391W | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
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.

ISYE 410 | HUMAN FACTORS
Units: 3 Repeatability: No
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.

ISYE 420 | SIMULATION OF PRODUCTION AND SERVICE SYSTEMS
Units: 4 Repeatability: No
Prerequisites: (ENGR 121 or COMP 110) 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 Repeatability: No
Prerequisites: ISYE 335
Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to develop models and improve quality and performance of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional factorial experimental designs, screening designs, optimality designs, and response surface designs. Fall semester.

ISYE 440 | OPERATIONS RESEARCH II
Units: 3 Repeatability: No
Prerequisites: ISYE 330 with a minimum grade of C- 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 Repeatability: No
Prerequisites: ISYE 350 and (ENGR 121 or COMP 110 or COMP 150)
Introduction to principles of manufacturing automation and analysis of automated systems. Topics include process and machine control, control systems, programmable logic controllers, robotics, computer vision and material handling systems. Two hours lecture and one two-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 Repeatability: No
Prerequisites: ISYE 310 and 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 480 | DATA SCIENCE AND ANALYTICS
Units: 3 Repeatability: No
Prerequisites: ISYE 330 and (ENGR 121 or COMP 110)
Course explores different types of statistical methods for analyzing data. The course begins with a focus on measurement, inferential statistics, and causal inference. Then different techniques are applied for analyzing and viewing data with a strong focus on applying this knowledge to real-world data problems. Topics in quantitative techniques include descriptive and inferential statistics, regression, classification, clustering, and machine learning (ML) algorithms. Three hours of lecture weekly.

ISYE 491 | ISYE SENIOR DESIGN PREPARATION
Units: 1 Repeatability: No
Corequisites: ISYE 420, ISYE 430, ISYE 470
In this course, students will complete preliminary work to prepare for ISYE 492 Senior Design Project. This includes project sponsor onboarding logistics/ paperwork and drafting preliminary project charter including problem statement and Gantt chart.

ISYE 492 | INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ISYE 220 and ISYE 310 and ISYE 320 and ISYE 335 and ISYE 470 and ISYE 491 and (ISYE 350 or ISYE 420) and (ISYE 350 (Can be taken Concurrently) and ISYE 440 (Can be taken Concurrently))
This is the industrial and systems engineering capstone senior design course in which students work in teams in collaboration with a faculty mentor and project sponsor on an open-ended design project. Students will apply various principles of industrial and systems engineering, knowledge and skills acquired throughout the curriculum to develop a sustainable and implementable solution to a real-world problem while considering design constraints. Written and oral reports, design reviews, final project report and presentation are expected as part of students' deliverables in this course.

ISYE 494 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

ISYE 496 | ISYE UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
A faculty-directed research project supervised by a faculty mentor in the Industrial and Systems Engineering department. Project deliverables could include (but are not limited to) literature research, project planning, experimental designs and execution, data collection/analysis, hypothesis testing, model validation, and report writing. Course may be taken pass/fail or for letter grade, 1 – 3 semester units, and may be repeated for credits with a maximum of 3 units counted towards ISyE program elective requirement (with letter grade only). Requires departmental approval of Undergraduate Research form prior to registration.

ISYE 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

Integrated Engineering

Chair

Susan Lord, PhD

Faculty

Caroline Baillie, PhD

Mark Chapman, PhD

Diana Chen, PhD

Gordon Hoople, PhD

The BS/BA in Engineering degree provides students with a unique education in the field of engineering by both educating students across multiple areas of engineering and allowing them to focus on a particular area of interest. Unlike most engineering majors that develop deep knowledge in one discipline, this degree encourages students to complement their comprehensive liberal arts education with a broad technical experience. This provides students with the interdisciplinary perspective and problem-solving skills needed to succeed in a wide range of engineering and non-engineering careers. This major should appeal to students that have broad interests and desire to explore more than one disciplinary area.

This integrated approach to engineering has three main components:

- math, science, and engineering fundamentals provide a core base of knowledge to support further work in engineering design and analysis
- a concentration or individual plan of study that allows students to develop specialized skills
- additional electives allow students to either take more courses in their concentration area or pursue complementary interests in other areas that will help them achieve long-term career and educational goals

Concentrations are available in Embedded Software (ESW), Sustainability (SUST), Engineering and the Law (LAW) and Biomedical Engineering (BME). Students who do not pursue an established concentration will work with their advisor to develop an individual plan of study (IPS) that meets their specific educational and professional goals.

The educational objectives of the USD BS/BA in Engineering are to develop graduates who:

- apply an interdisciplinary set of technical, leadership, and other professional skills to address important challenges facing society
- practice engineering with a holistic understanding of how engineers engage with stakeholders and impact society
- have a critical awareness of their personal attitudes, behaviors and values and the ways in which these align with their professional aspirations

To achieve these objectives, the BS/BA in Engineering has been designed to ensure that graduates have achieved the following outcomes:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental and economic factors
- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

The Engineering Major

All students receiving the BS/BA in Engineering from the integrated engineering department must satisfy the core curriculum specified by the university. The required mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematical reasoning,

scientific and technological inquiry, quantitative reasoning, advanced writing, and levels 1 and 2 diversity, inclusion, and social justice (DISJ).

Preparation for the Major

Code	Title	Units
Mathematics and Science Requirements		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III [1]	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ISYE 330	Engineering Probability and Statistics	3
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
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Add'l Math or Science [2]		3-4
Total Math and Science Units		33-34
Engineering Requirements		
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
COMP 110	Computational Problem Solving	3.5
Engineering Units		12.5
Total Units		45.5-46.5

1. Students selecting the embedded software concentration must take MATH 262 instead of MATH 250.
2. The additional Math or Science class will depend on the concentration selected. Students selecting the sustainability concentration must take EOSC 105 or EOSC 110. Consult an academic adviser for more information.

Major Requirements

Students selecting the BS/BA in Engineering fulfill the requirement for the major by completing a set of common engineering breadth courses required by all students in the major, and by either 1) completing the requirements in a concentration or 2) working with an advisor to develop a plan of study that includes classes from several disciplines to meet individual professional goals.

Required Major Courses for all BS/BA in Engineering Options

Code	Title	Units
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
GENG 311	Engineering Materials Science	3
GENG 380	Sustainability and Engineering	3
MENG 210	Statics	3
GENG 350	Engineering and Social Justice	3
GENG 360	Experimental Engineering	3
GENG 491	Engineering Senior Design I	4
GENG 492	Engineering Senior Design II	3
Engineering Elective (lower or upper division)		3
Engineering Elective (upper division)		3
Total Units		**35**

Option 1: Individual Plan of Study (IPS)

Students may work with a faculty advisor to define a curriculum plan that meets their specific educational and professional goals. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework including at least 18 upper division units with at least 6 units of upper division engineering. Upon approval by the student's advisor and the chair of integrated engineering, this individual plan of study will become major requirements for the degree.

Code	Title	Units
Approved Engineering classes (upper division)		6
Approved IPS electives		18
Total Units		**24**

Option 2: Embedded Software Concentration (ESW)

Embedded software engineering focuses on software development to control or monitor devices that are typically part of a larger system. For example, as an ESW graduate, you might develop software to control autonomous vehicles, monitor power systems, or control communication networks.

Code	Title	Units
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 280	Introduction to Computer Systems	3.5
COMP 300	Principles of Digital Hardware	3.5
COMP 310	Operating Systems	3.5
COMP 365	Principles of Information Security	3
COMP 375	Networking	3.5
GENG 421	Embedded Systems Performance	3
GENG 422	Advanced Embedded Software Development	3
Total Units		**26.5**

At the time of publication, the following courses have been approved for the concentration:

Any GENG, COMP, ELEC or MATH course 300 level or above that is not already required in the curriculum.

Option 3: Sustainability (SUST)

The Brundtland Report describes sustainable development as *"development that meets the needs of the present without compromising the ability of future generations to meet their own needs*." This Sustainability Concentration will help you develop the skills needed to apply a sustainability mindset in any field you choose to work in. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework from three groups of courses including at least 18 upper division units.

Code	Title	Units
EOSC 121	Life in the Ocean	4
or EOSC 123	Organisms and Ecosystems	
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
Group A Electives		9-10
Group B Elective		3-4

Group A, B, or C Electives	3-6
Total Units	24

At the time of publication, the following courses have been approved for the concentration:
Group A Sustainability Engineering: GENG 383, GENG 384, GENG 482, ISYE 385, MENG 415
Group B Sustainability Science: EOSC 305, EOSC 314, EOSC 415, EOSC 420, EOSC 431, EOSC 432, EOSC 434, EOSC 435, EOSC 473, EOSC 474, EOSC 485, EOSC 487, EOSC 488
Group C Sustainability Elective: BSCM 302, BSCM 305, CHEM 152, CHEM 355, EOSC 220, ECON 308, ENGR 351, GENG 420, ETLW 302, ETLW 313, ETLW 403, HIST 370, HNRS 318, ISYE 335, ISYE 340, ISYE 420, ISYE 430, ISYE 480, MENG 260, MENG 360, MENG 370, MENG 410, MGMT 304, MGMT 310, MGMT 312, PHIL 338, PHIL 344, PHIL 415, POLS 340, POLS 342, POLS 346, POLS 348, POLS 349, SOCI 315, SOCI 471, SOCI 473, THRS 338

See an integrated engineering faculty member for additional approved courses.

Option 4: Engineering and the Law (LAW)

Interested in working as a patent agent or attorney? In this concentration, courses taught by engineers, lawyers, political scientists, and others will prepare students for a range of careers at the intersection of engineering and law. Students may have the opportunity to take courses at USD's School of Law. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework related to Engineering and the Law including at least 18 upper division units. See an integrated engineering faculty member for a list of approved courses in the law-related groups. Note that classes in USD's School of Law are not on the same academic calendar as USD undergraduate courses. Enrollment in law classes requires the approval of the Dean's Office of the Shiley-Marcos School Engineering and the School of Law.

Code	Title	Units
Upper Division Engineering Courses Choose 4		12
Law related Courses Choose 4.		12
At least 2 from same law group, at least 1 outside of that group.		
Total Units		**24**

At the time of publication, the following courses have been approved for the concentration:
Upper Division Engineering: Any GENG, COMP, ELEC, ISYE or MENG course 300 level or above that is not already required in the curriculum.
Law Group A Public Law: POLS 220, POLS 321, POLS 322D, POLS 326, POLS 327, POLS 329, SOCI 346, SOCI 270
Law Group B Business Law: ECON 327, ETLW 311, ETLW 312, ETLW 313, LWBC 590
Law Group C Health Law: LWGC 523, LWGC 536, LWGC 534, PHIL 331
Law Group D Energy Law: LWPP 540, LWEV 597
Law Group E Intellectual Property: LWIP 525, LWGC 526, LWIP 540, LWIP 550, LWIP 555, LWIP 559, LWIP 564, LWIP 568, LWIP 569, LWIP 570, LWIP 571, LWIP 572, LWIP 577, LWIP 580
Law Group F Legal Reasoning: LWCR 570, PHIL 461, Phil 333, PHIL 460

See an integrated engineering faculty member for additional approved courses.

Option 5: Biomedical Engineering (BME)

Interested in an exciting career developing medical devices or therapeutic strategies that help patients? Biomedical engineering is an interdisciplinary field based on applying engineering principles to biological contexts to develop and enhance medical treatments. This concentration area will give you a toolkit and mindset to apply engineering to biomedical problems. This will prepare you for a career within the medical device/biotech industry or for graduate school.

Code	Title	Units
GENG 330	Biomaterials Design	3
GENG 331	Physiology for Biomedical Engineers	3
GENG 430	Bioinformatics	3
GENG 431	Biomechanics	3
GENG 432	Medical Devices	3
Approved BME electives		9
Total Units		**24**

At the time of publication, the following courses have been approved for the concentration:

BIOL 114, BIOL 115, CHEM 301, CHEM 301L, CHEM 302, CHEM 302L, CHEM 331, COMP 380 (and associated prerequisites), ELEC 456 (and associated prerequisites), GENG 460, ISYE 350, ISYE 350L, MENG 351, MENG 352, MENG 360, MENG 360L, MENG 370, MENG 370L, MENG 375, MENG 400, MENG 400L, PHIL 331.

See an integrated engineering faculty member for additional approved courses.

Additional Requirements

All BS/BA in Engineering majors must satisfy the core curriculum specified by the University and the Connect Career Readiness Program (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php).

Combined BS/BA Engineering and Master of Science *Programs*

Combined BS/BA Engineering and Master of Science in Cyber Security Engineering (MS-CSE) Program

A student who has applied, been accepted, and indicated that they will enter the MS-CSE program, can apply up to twelve 500-level CYBR units to the degree requirements of both the Integrated Engineering program with an embedded systems concentration and the MS-CSE program. Those units shall include CYBR 501, 502 and any of the following CYBR courses: 503, 504, 506, 508, 510, 512.

The MS-CSE program requires 30 units (Integrated Engineering majors with a concentration in embedded software do not need to take a 6-unit course in software, operating systems, and networking fundamentals that would bring the unit count to 36), and MS-CSE students take 6 units per semester. So a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall, and spring). Thus, a student can earn a BS/BA in Engineering plus an MS in Cyber Security Engineering with one year of graduate coursework after completion of the undergraduate degree.

Combined BS/BA Engineering and Master of Science in Engineering, Sustainability, and Health (MS-ESH) Program

A student who has applied, been accepted, and indicated that they will enter the MS-ESH program, can apply up to twelve units to the degree requirements of both the Integrated Engineering program and the MS-ESH program. Those units shall include ESH 501, 502, and any of the following ESH courses: 510, 511, 520, 521, 530, 531. Up to six units of undergraduate courses, with a grade of B or higher, may be substituted to satisfy MS-ESH requirements. These units may include GENG 350 (to satisfy ESH 501) and other classes approved by the director of the MS-ESH program.

The MS-ESH program requires 30 units, and MS-ESH students take 6 units per semester. So, a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall, and spring). Thus, a student can earn a BS/BA in Engineering plus an MS in Engineering,

Sustainability, and Health with one year of graduate coursework after completion of the undergraduate degree.

Recommended Program of Study, Individual Plan of Study

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

Sophomore Year

Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
MENG 210	Statics	3
MATH 250	Calculus III	4
CC Elective		3

Junior Year

Semester I		
ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
IPS Elective		3
Engineering Elective (lower or upper division)		3
CC Elective		3
Semester II		
GENG 360	Experimental Engineering	3
GENG 380	Sustainability and Engineering	3
IPS Elective (upper division engineering)		3
IPS Elective (upper division)		3
CC Elective		3

Senior Year

Semester I		
GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
IPS Elective (upper division)		3
IPS Elective (upper division engineering)		3
CC Elective		3
Semester II		
GENG 492	Engineering Senior Design II	3
IPS Electives (upper division)		6
Engineering Elective (upper division)		3
CC Elective		3

Senior Year 2

Semester I		
IPS Elective		3
Math/Sci Elective		3
CC Elective		3
Free Electives		9

Recommended Program of Study, Embedded Software Concentration

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

Sophomore Year

Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
COMP 120	Programming Abstractions and Methodologies	3.5
MATH 262	Discrete Mathematics	3
CC Elective		3
Junior Year		
Semester I		
ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
MENG 210	Statics	3
COMP 280	Introduction to Computer Systems	3.5
CC Elective		3
Semester II		
GENG 360	Experimental Engineering	3
COMP 310	Operating Systems	3.5
GENG 380	Sustainability and Engineering	3
GENG 421	Embedded Systems Performance	3
CC Elective		3
Senior Year		
Semester I		
GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
GENG 422	Advanced Embedded Software Development	3
COMP 300	Principles of Digital Hardware	3.5
CC Elective		3
Semester II		
GENG 492	Engineering Senior Design II	3
COMP 365	Principles of Information Security	3
COMP 375	Networking	3.5
Engineering Elective (upper division)		3
CC Elective		3
Senior Year 2		
Semester I		
Engineering Elective (lower or upper division)		3
Math/Sci Elective		3
CC Elective		3
Free Electives		8

Recommended Program of Study, Sustainability Concentration

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3
Sophomore Year		
Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
CC Elective		3
MATH 250	Calculus III	4
MENG 210	Statics	3
Junior Year		
Semester I		
ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
CC Elective		3
EOSC 105 or 110	Natural Disasters with Lab Introduction to Geosciences	4
Concentration-Group A		3-4
Semester II		
GENG 360	Experimental Engineering	3
GENG 380	Sustainability and Engineering	3
Concentration-Group A/B/C		3-4
CC Elective		3
EOSC 121 or 123	Life in the Ocean Organisms and Ecosystems	4
Senior Year		
Semester I		
CC Elective		3
GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
EOSC 300	Environmental Issues	3
Concentration-Group A		3-4
Semester II		

GENG 492	Engineering Senior Design II	3
Concentration-Group A, B, or C		3-4
Concentration-Group A		3-4
Engineering Elective (upper division)		3
CC Elective		3

Senior Year 2

Semester I

CC Elective		3
Concentration-Group B		3-4
Engineering Elective (lower or upper division)		3
Free Electives		6.5

Recommended Program of Study, Engineering and the Law Concentration

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

Sophomore Year

Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
MENG 210	Statics	3
MATH 250	Calculus III	4
CC Elective		3

Junior Year

Semester I

ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
ENGR 465	Forensic Engineering	3
Engineering Elective (lower or upper division)		3
CC Elective		3

Semester II

GENG 360	Experimental Engineering	3
Concentration		3
GENG 380	Sustainability and Engineering	3
Concentration-Upper Division Enginering		3
CC Elective		3

Senior Year

Semester I

GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
GENG 460	Law for Engineers	3
Concentration-Upper Division Engineering		3
CC Elective		3

Semester II

GENG 492	Engineering Senior Design II	3
Engineering Elective (upper division)		3
Concentration (upper division)		6
CC Elective		3

Senior Year 2

Semester I

Concentration Elective		3
Math/Sci Elective		3
CC Elective		3
Free Electives		9

Recommended Program of Study, Biomedical Engineering (BME) Concentration

First Year

Semester I		**Units**
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		

CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3
Sophomore Year		
Semester I		
ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
Semester II		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
MENG 210	Statics	3
MATH 250	Calculus III	4
CC Elective		3
Junior Year		
Semester I		
GENG 331	Physiology for Biomedical Engineers	3
ISYE 330	Engineering Probability and Statistics	3
Engineering Elective (lower or upper division)		3
GENG 311	Engineering Materials Science	3
CC Elective		3
Semester II		
GENG 330	Biomaterials Design	3
GENG 360	Experimental Engineering	3
Concentration Elective		3
GENG 380	Sustainability and Engineering	3
CC Elective		3
Senior Year		
Semester I		
GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
GENG 430	Bioinformatics	3
GENG 431	Biomechanics	3
CC Elective		3
Semester II		
GENG 492	Engineering Senior Design II	3
GENG 432	Medical Devices	3
Concentration Elective (upper division)		3
Engineering Elective (upper division)		3
CC Elective		3
Senior Year 2		
Semester I		
Concentration Elective		3
Math/Sci Elective		3
CC Elective		3
Free Electives		9

GENG 221 | SOFTWARE FOUNDATIONS
Units: 3 Repeatability: No
Prerequisites: ENGR 101 and ENGR 121 and MATH 150 and MATH 151 (Can be taken Concurrently) and PHYS 270 (Can be taken Concurrently)
Introduction to Object Oriented Programming in Python. Implementation and use of data structures including arrays, structures, classes, stacks, lists, and trees in C and Python.

GENG 250 | INTEGRATED APPROACH TO ENERGY
Units: 3 Repeatability: No
Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271 (Can be taken Concurrently) and PHYS 271L (Can be taken Concurrently) and ENGR 102 (Can be taken Concurrently) and ENGR 103 (Can be taken Concurrently)
Ever wonder what “energy” really is? In this course you will learn the engineering behind both energy production and consumption. Our discussion of energy production will be grounded in a California context and highlight the fundamental operating principles of solar, wind, and natural gas power plants. We will also examine the global energy landscape and consider contemporary sociotechnical challenges related to energy. When thinking about consumption we will focus primarily on the residential and commercial sectors. You will learn a systems approach for analyzing energy consumption within buildings that can be applied to anything from your own home to a large manufacturing plant. By the end of the semester you will be able to identify, formulate, and solve a range of engineering problems related to energy.

GENG 288 | INTEGRATED APPROACH TO ELECTRICAL ENGINEERING
Units: 4 Repeatability: No
Prerequisites: PHYS 271 and MATH 310 (Can be taken Concurrently)
Introduction to analysis of a wide range of electrical devices and systems encountered by engineers. DC and AC analysis of circuits containing resistors, capacitors, diodes, and LEDs and application to systems including solar cells, amplifiers, and digital devices. Simulation, testing, and measurement of circuits designed to meet specific requirements. Consideration of social context. Not open to Electrical Engineering majors.

GENG 294 | SPECIAL TOPICS IN INTEGRATED ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in various areas of Integrated Engineering. May be repeated for credit with a different topic.

GENG 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

GENG 311 | ENGINEERING MATERIALS SCIENCE
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and PHYS 271 and MATH 151
Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

GENG 330 | BIOMATERIALS DESIGN
Units: 3 Repeatability: No
Prerequisites: ENGR 311 or MENG 311 or GENG 311
Introduction to the fundamentals of implantable biomaterials. Study of how to create implantable medical devices that mesh with human biology, physiology, and biomechanics and are suitable for the user. Course goals will be achieved through group discussions, design projects and hands-on materials/tissue mechanical testing.

GENG 331 | PHYSIOLOGY FOR BIOMEDICAL ENGINEERS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 or ENGR 121 or COMP 150) and MATH 310
Introduction to the principles of human biology and physiology using a quantitative modeling approach. Students will learn about various physiological systems including the nervous, cardiovascular, musculoskeletal, and respiratory systems. Quantitative models of these physiological systems will be considered. Course goals will be achieved through team projects, computer modeling and group discussions.

GENG 350 | ENGINEERING AND SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Domestic Diversity level 2
Prerequisites: ENGR 103 and (GENG 250 or GENG 288 or GENG 311)
This course aims to support students understanding of engineering in relation to social justice. It will help students develop critical thinking skills and to apply these to the context of engineering practices and systems. Students will consider the historical and contemporary contexts and impacts of the designs, systems, processes and products surrounding and involving engineering and engineers. The course will be taught in intensive mode, with interactive lectures, workshops and seminars, together with a team project, where students will apply their learning to research a local community need.

GENG 360 | EXPERIMENTAL ENGINEERING
Units: 3 Repeatability: No
Prerequisites: ENGR 102 and (GENG 288 or ELEC 201) and MENG 210 and (GENG 250 or MENG 260) and COMP 110 and (GENG 311 or ENGR 311) and MATH 310 and ISYE 330 (Can be taken Concurrently)
Engineers rely heavily on data when making decisions. This is a course about how engineers collect, analyze, and present data. In this course, students will be introduced to fundamental principles of measurement and instrumentation through a series of hands on experiments in several engineering contexts, including designing your own experiment. Technical communication skills are an integral part of sharing data, therefore both written and oral communication will be taught this class. Every Spring.

GENG 380 | SUSTAINABILITY AND ENGINEERING
Units: 3 Repeatability: No
The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

GENG 383 | CITIES, COMMUNITIES, ORGANIZATIONS, AND URBAN DESIGN USING GIS
Units: 4 Repeatability: No
Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or MATH 250 and ENGR 103
This course explores how urban infrastructure design and the nonprofit sector impacts community health and resiliency through links to public health measures and social welfare outcomes. Students will learn to use Geographic Information Systems (GIS) to explore the impact of the placement of resources within a region. Students will choose an open-ended design project to explore the social fabric of cities through the analysis of spatial data and explore whether these issues can be alleviated through engineering planning approaches.

GENG 384 | REMEDIATION AND TREATMENT SEPARATION PROCESSES
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and MATH 151 and MENG 210
This course aims to provide an understanding of the principles of fluid separation processes and to develop skills in the design of fluid separation equipment in the context of sustainability and social justice. Physical and chemical processes are presented, including fundamentals of solid-liquid suspension, flocculation, coagulation, flotation, clarification, dewatering and gravity sedimentation processes for the remediation and treatment of water for different purposes.

GENG 420 | DRONES FOR GOOD
Units: 3 Repeatability: No
Prerequisites: GENG 491 (Can be taken Concurrently) or MENG 491 (Can be taken Concurrently) or ELEC 491 (Can be taken Concurrently) or ELEC 491W (Can be taken Concurrently) or MENG 491W (Can be taken Concurrently) or (ISYE 420 (Can be taken Concurrently) or ISYE 430 (Can be taken Concurrently))
Students work in an interdisciplinary team in a semester long project based course to design a drone that will have a positive impact on society. Rooted in the social sciences, the course starts with an investigation of what it means to be an engineer or a peace builder. This is followed by the engineering challenge of building a drone. Students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

GENG 421 | EMBEDDED SYSTEMS PERFORMANCE
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
This course will focus on the application of all available processing power to implement system solutions. Parallel processing, core sequestration, processor affinity, CPU programming, DSP programming, and the integration of disparate processing elements via OpenCL will all be addressed in this course. The impact of coherent and non-coherent memory models will be addressed and the notion of data hazards in non-coherent systems will be detailed. We will also consider the application specific impacts of the relative power efficiency of alternative processing models.

GENG 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-
Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

GENG 430 | BIOINFORMATICS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 or COMP 121 or ENGR 121) and ISYE 330
To introduce the principles of genomics, transcriptomics, gene editing, and bioinformatics. In addition, students will be asked to consider the ethical and social issues related to gene editing. The learning objectives for this course are achieved through the use of computer simulations, bioinformatics toolkits, group discussions, and ethical case studies. The course will include a semester-long project in bioinformatics research methods and will include a presentation at the end of the semester.

GENG 431 | BIOMECHANICS
Units: 3 Repeatability: No
Prerequisites: MENG 210 and (MENG 370 (Can be taken Concurrently) or GENG 331 (Can be taken Concurrently))
Introduction to the fundamentals of orthopedic biomechanics. Application of mechanical engineering principles to understand how humans and tissues function, are damaged, and can be repaired by the body and external treatments. Research and methods in orthopedic biomechanics.

GENG 432 | MEDICAL DEVICES
Units: 3 Repeatability: No
Prerequisites: ENGR 103 and (GENG 330 (Can be taken Concurrently) or MENG 370 (Can be taken Concurrently))
Introduction to the medical device market and the engineering requirements for a variety of devices from concept inception through to commercialization. The course will provide an overview of the regulatory and design requirements for medical devices in the US market with discussions including global markets. Application of engineering principles to understand how products are designed and tested with performance expectations for the human body.

GENG 460 | LAW FOR ENGINEERS
Units: 3 Repeatability: No
This course introduces engineering students to the many facets of the law and litigation that are relevant to a career in engineering. Through targeted readings, case studies, and independent legal research students will learn about the legalities associated with a career in engineering, engineering design, contracts, and intellectual property.

GENG 482 | PHOTOVOLTAIC SOLAR ENERGY
Units: 3 Repeatability: No
Prerequisites: (ENGR 311 or GENG 311) and GENG 250 and (GENG 288 or ELEC 201)
Introduction to photovoltaic (PV) solar energy including materials and device physics of solar cell operation, crystalline silicon technologies, grid-tied and stand alone PV systems and applications, and economic, environmental, social and technical considerations. The course also aims to aid the students' professional development by addressing issues such as the ability to critically evaluate technical literature, conduct effective research, and express information orally and in writing.

GENG 491 | ENGINEERING SENIOR DESIGN I
Units: 4 Repeatability: No
Prerequisites: GENG 350 (Can be taken Concurrently) and GENG 360
Proposal and design phase of a capstone project culminating in a documented and approved engineering design project to be implemented in ENGR 492. Computer-aided electrical, mechanical, software, math, science and other discipline design techniques are used to study design alternatives and support the final design selection: evaluation of ethical, cultural, economic, societal, and safety considerations in the design process. The development of individual and group written and oral communication skills. This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation. Fall semester.

GENG 492 | ENGINEERING SENIOR DESIGN II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: GENG 491
Engineering capstone design experience in a realistic engineering environment that applies and integrates engineering and nonengineering topics. Students work in teams, in collaboration with engineering faculty and/or engineering professionals from industry, on an open-ended design project. This involves design, construction, testing and evaluation as well as consideration of issues related to culture, ethics, economics, social justice, safety and professional practice. Course also includes documentation of design project including written reports and oral presentations to multiple audiences. Spring semester.

GENG 494 | SPECIAL TOPICS IN INTEGRATED ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in areas of interest to Integrated Engineering. May be repeated for credit with a different topic.

GENG 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in integrated engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

GENG 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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.

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

Chair

Frank G. Jacobitz, PhD

Faculty

Daniel Codd, PhD

Melissa Gibbons, PhD

Ming Z. Huang, PhD, PE

Imane Khalil, PhD

James G. Kohl, PhD

Matthew T. McGarry, PhD

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 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. Students are 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

Program Educational Objectives represent graduates' performance 3 to 5 years after completing the BS/BA degree. USD's mechanical engineering program seeks to develop graduates who can:

- further integrate their broad academic background in mechanical engineering and the liberal arts in their professional and personal endeavors
- adapt to evolving job responsibilities
- continue to enhance technical competence
- advance their ability for professional practice, particularly in team environments as productive contributors and leaders.

To achieve these objectives, the ME program has been designed to ensure that graduates have achieved the following outcomes including an ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Mechanical Engineering Advisory Board

The Mechanical Engineering Advisory Board was established in 2005 with members representing current students, alumni, as well as, higher education and local industries. The board, composed of representatives from companies such as Solar Turbines, Nordson, Hewlett-Packard and Dexcom and others contributes to the on-going development of the mechanical engineering program, and provides mentorship and internship opportunities to our students.

Requirements for the Mechanical Engineering Major: 147 semester units

Preparation for the Major

The mathematics, science, and engineering courses listed below satisfy the core curriculum requirements in mathematics competency, scientific and technological inquiry, advanced writing, and the level 1 diversity, inclusion and social justice (DISJ) requirement.

Code	Title	Units
Mathematics and Science Requirements (33 units)		
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	Engineering Probability and Statistics	3
or MATH 315	Applied Probability and Statistics	
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
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Additional Math or Science [1]		3-4
Engineering Core Requirements (22 units)		
MENG 210	Statics	3
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
ENGR 121	Engineering Programming	3
or COMP 110	Computational Problem Solving	
or COMP 150		
MENG 260	Introduction to Thermal Sciences	3
ELEC 201	Electrical Circuits	4
ELEC 201L	Electrical Circuits Lab	0
Engineering Professional Practice Requirements (12 units)		
ECON 101	Principles of Microeconomics	3
or ECON 102	Principles of Macroeconomics	
or ISYE 220	Engineering Economics	
PHIL 342	Engineering Ethics	3
COMM 203	Public Speaking [2]	3
ENGL 304	Advanced Composition	3
Total Units		**67-68**

[1] The additional Math or Science course should be either MATH 311, or PHYS 272, or CHEM 152, or BIOL 240, or BIOL 242.

[2] 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

These courses include units in mechanical engineering science, laboratory, and design. These classes are required by the major:

Code	Title	Units
MENG 300	Applied Thermodynamics	3
MENG 311	Materials Science and Engineering	3
MENG 350	Manufacturing Processes	3
MENG 351	Machine Shop Practices	1
MENG 352	CAD Practices	1
MENG 360	Fluid Mechanics	3
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 491	Senior Design Project I	3
MENG 492	Senior Design Project II	3
Mechanical Engineering Simulation Elective [3]		3
Mechanical Engineering Professional Elective [3]		12

[3] Students select one required simulation-based course and four additional mechanical engineering elective courses. A list of approved mechanical engineering electives is available from the chair of mechanical engineering.

Additional Requirements

All mechanical engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (https://www.sandiego.edu/engineering/student-resources/career-readiness/connect.php).

Required Program of Study: Mechanical Engineering

First Year

Semester I		Units
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
ENGR 121, COMP 110, or 150	Engineering Programming Computational Problem Solving	3
CC Electives		6
Semester II		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
ENGR 121, COMP 110, or 150	Engineering Programming Computational Problem Solving	3
or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

Sophomore Year

Semester I		
ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
ECON 101, 102, or ISYE 220	Principles of Microeconomics Principles of Macroeconomics Engineering Economics	3-4
CC Electives		3
Semester II		
ELEC 201 & 201L	Electrical Circuits	4
MATH 250	Calculus III	4
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
COMM 203[3]	Public Speaking	3

Junior Year

Semester I		
MENG 311	Materials Science and Engineering	3
MENG 300	Applied Thermodynamics	3
MENG 351	Machine Shop Practices	1
MENG 352	CAD Practices	1
MENG 375	Dynamics	3
ISYE 330	Engineering Probability and Statistics	3
Math/Science Elective (MATH 311 or PHYS 272 or CHEM 152 or BIOL 240)		3-4
Semester II		
ISYE 350	Manufacturing Processes	3
MENG 360	Fluid Mechanics	3
MENG 370 & 370L	Mechanics of Materials	4
ENGL 304	Advanced Composition	3
MENG Elective		3

Senior Year

Semester I		
MENG 400 & 400L	Heat Transfer	4
MENG 430	Design of Machine Elements	3
MENG 491	Senior Design Project I	3
PHIL 342	Engineering Ethics	3
MENG Elective		3
Semester II		
MENG 492	Senior Design Project II	3
MENG electives		6
CC electives		6-7

Senior Year 2

Semester I

MENG elective	3
CC electives	12

[3] 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

MENG 210 | STATICS
Units: 3 Repeatability: No
Prerequisites: PHYS 270 and MATH 150
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 Repeatability: No
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 294 | SPECIAL TOPICS IN MECHANICAL ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to mechanical engineering. May be repeated for credit with a different topic.

MENG 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

MENG 300 | APPLIED THERMODYNAMICS
Units: 3-4
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 311 | MATERIALS SCIENCE AND ENGINEERING
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and MATH 151
Basic concepts of material structure and its relation to properties; atomic structure; mechanical properties; engineering applications; introduction to semiconductor materials.

MENG 321 | MATLAB PROGRAMMING AND PROBLEM SOLVING
Units: 1 Repeatability: No
Prerequisites: COMP 110 and MENG 210
Computer programming in Matlab with elementary numerical analysis of engineering problems. Arithmetic and logical operations, arrays, graphical representation of computations, symbolic mathematics, solution of equations, and introduction to data structures.

MENG 350 | MANUFACTURING PROCESSES
Units: 3 Repeatability: No
Prerequisites: MENG 210 and (MENG 311 or ENGR 311)
Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metal, polymers, and ceramics) into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

MENG 350L | MANUFACTURING PROCESSES LABORATORY
Units: 1 Repeatability: No
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 Repeatability: No
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 Repeatability: No
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 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MENG 260 and MATH 250 and MATH 310
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 365 | WATER IN CALIFORNIA AND ISRAEL: CHALLENGES AND SOLUTION
Units: 3 Repeatability: No
Prerequisites: MENG 360 (Can be taken Concurrently)
Discussion of the hydrological cycle, distribution of water resources, water delivery and treatment infrastructure, as well as wastewater management. Focus on water challenges and solutions in California and Israel.

MENG 370 | MECHANICS OF MATERIALS
Units: 3 Repeatability: No
Prerequisites: MENG 210
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 Repeatability: No
Prerequisites: MENG 370 (Can be taken Concurrently)
Laboratory for MENG 370. Three-hour laboratory weekly. Spring semester.

MENG 375 | DYNAMICS
Units: 3 Repeatability: No
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 381 | DESIGNING YOUR LIFE
Units: 1 Repeatability: No
Prerequisites: ENGR 103
Application of design thinking to personal decision making. Development of oral and written communication, teamwork, and leadership skills.

MENG 400 | HEAT TRANSFER
Units: 3 Repeatability: No
Prerequisites: MENG 360
Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture. Fall semester.

MENG 400L | HEAT TRANSFER LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: MENG 400 (Can be taken Concurrently)
Laboratory for MENG 400. Three laboratory weekly. Fall semester.

MENG 410 | ALTERNATIVE ENERGY SYSTYEMS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MENG 300
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 415 | SOLAR ENERGY CONVERSION AND STORAGE
Units: 3 Repeatability: No
Prerequisites: MENG 260
This course introduces principles and technologies for converting sunlight into electricity and heat. This class will study the behavior of photovoltaic solar energy systems and solar thermal technologies. The design and sizing of residential photovoltaic systems will be covered, including estimation of costs, benefits and subsidies. Introduction to hardware elements, effect of renewables on the grid and available electrochemical, thermal and other energy storage devices will be included.

MENG 420 | COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING
Units: 3 Repeatability: No
Prerequisites: MATH 250 and MATH 310 and MENG 370 and MENG 352 and (ENGR 121 or COMP 150 or COMP 110)
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: 3-4
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 445 | INTRODUCTION TO ROBOTICS
Units: 3
Prerequisites: MENG 375
This course covers introductory materials related to the subject of robotics. The course is designed to encompass theories as well as practices, intended for both the user and the designer of a robotic system. Topics include modeling and analyses of the mechanics of robots, actuators, sensors, and vision systems.

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 465 | INTRODUCTION TO COMPUTATIONAL FLUID DYNAMICS
Units: 3 Repeatability: No
Prerequisites: MENG 360
This course introduces students to finite volume methods as a means of solving differential equations that arise in fluid dynamics. The conservation of mass, momentum and energy equations will be solved using a software package. Fundamentals of numerical analysis related to fluid mechanics and heat transfer will be reviewed. Applications include modeling laminar and turbulent channel flow, pipe flow, boundary layers, heat exchangers, or flow past an airfoil.

MENG 470 | FINITE ELEMENT ANALYSIS
Units: 3 Repeatability: No
Prerequisites: MATH 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 491 | SENIOR DESIGN PROJECT I
Units: 3 Repeatability: No
Prerequisites: (MENG 311 or ENGR 311) and ENGL 304 and MENG 351 (Can be taken Concurrently) and MENG 352 (Can be taken Concurrently) and MENG 400 (Can be taken Concurrently) and MENG 400L (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently) and (COMM 203 (Can be taken Concurrently) or NAVS 201 (Can be taken Concurrently) or MILS 301 (Can be taken Concurrently))
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 and four-hour laboratory weekly.

MENG 491W | SENIOR DESIGN PROJECT I
Units: 4 Repeatability: No
Non-Core Attributes: Writing-Pre F17 CORE
Prerequisites: COMM 203 and ENGR 311 and MENG 351 and MENG 352 and MENG 400 (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently)
This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well written and oral presentation skills. Three-hour lecture recitation and one three-hour laboratory weekly. Fall semester.

MENG 492 | SENIOR DESIGN PROJECT II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MENG 491W or MENG 491
Mechanical engineering capstone design experience in a simulated industrial environment that applies and integrates engineering and nonengineering topics.. 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. The course also includes documentation of design project including written reports and oral presentations to multiple audiences.

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: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in mechanical 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. May be repeated for credit.

MENG 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

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Mdiv, Jesuit School of Theology at Berkeley, MS and PhD, Loyola University, Baltimore

Sarina Chugani Molina (2011)
Associate Professor of Education
BA, MA, University of Hawaii at Manoa; EdD, University of San Diego

Adriana Molitor-Siegl (2001)
Associate Professor of Psychological Sciences
BA, University of California, Riverside; MA, PhD, Duke University

Rico G. Monge (2013)
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BA, Pomona College; MDiv, Saint Vladimir's Orthodox Theological Seminary; PhD, University of California, Santa Barbara

Kristin C. Moran (1999)
Professor of Communication
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Geoffrey Morse (2008)
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BA, Carleton College; PhD, Harvard University

Michael S. Morse (1990)
Professor of Electrical Engineering
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Maren Mossman (2020)
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Devalina Nag (2022)

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Andrew J. Narwold (1990)
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Michael Nelson (Major, USMC) (2000)
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BBA, University of Oklahoma

Turner Nevitt (2015)
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BA, University of St. Thomas, TX; MA, MPhil, PhD, Fordham University

Sylvie Ngilla (2012)
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MA, Université Ouest Nanterre La Defénse, France; PhD, University of Minnesota and Université Paris III, Sorbonne Nouvelle, France

Truc T. Ngo (2009)
Associate Professor of Industrial & Systems Engineering
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Clinical Professor of Information Technology Management
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Captain Darrick M. Noah (2018)
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Farhana Nusrat (2022)

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Angela Nurse (2019)
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Clara Oberle (2008)
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Ivan Ortiz (2013)
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Lieutenant Colonel Michelle Parlette (2019)
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Jo Ellen Patterson (1988)
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Jesse Perez (2019)
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BFA, The Julliard School

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Professor of English
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Eric C. Pierson (1999)
Professor of Communication
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Professor of Philosophy
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Samuel (Greg) Prieto (2013)
Associate Professor of Sociology
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Joseph Provost (2013)
Professor of Chemistry and Biochemistry
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Lukasz Pruski (1983)
Professor of Mathematics
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Alberto López Pulido (2003)
Professor of Ethnic Studies
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David F. Pyke (2008)
Professor of Operations Management
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Reyes L. Quezada (1999)
Professor of Education
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Manzur Rahman (1991)
Professor of Finance
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Professor of Information Technology and Electronic Commerce
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Thomas E. Reifer (2004)
Professor of Sociology
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Emily Reimer-Barry (2008)
Associate Professor of Theology and Religious Studies
BA, University of Notre Dame; MTS, Weston Jesuit School of Theology; PhD, Loyola University Chicago

Martin Repinecz (2013)
Associate Professor of Spanish
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Nathalie Reyns (2008)
Professor of Environmental and Ocean Sciences
BS, University of Arizona; MS, Stony Brook University; PhD, North Carolina State University

Matt Rich (2017)
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Nicholas Riggle (2015)
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Chell A. Roberts (2013)
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Associate Professor of Philosophy
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Daniel Tigard (2022)
Assistant Professor of Philosophy
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Andrew Tirrell (2015)
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BA, Brandeis University; JD, Columbia University; MALD, PhD, Tufts University

Cawa Tran (2022)
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Charles C. Tu (2004)
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Licentiate, University of Leuven, Belgium; MA, PhD, Princeton University

Ani P. Velo (2002)
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MSc, University of Tirana, Albania; PhD, Worcester Polytechnic Institute

Darby Vickers (2022)
Assistant Professor of Philosophy
BA, Reed College; MA, PhD, University of California, Irvine

Kenneth Vingua (Captain, USMC)
Assistant Professor of Naval Science
BS, University of Illinois

Melina Vosse (2022)

Assistant Professor of Finance

BSBA, University of Miami

Suzanne Walther (2015)
Associate Professor of Environmental and Ocean Sciences
BA, University of California, Santa Barbara; MS, University of Virginia; MS, PhD, University of Oregon

Rick C. Warne (2022)

Professor of Accounting

BS, MAcc, Brigham Young University; PhD, University of Utah

Michele Watkins (2018)
Assistant Professor of Theology and Religious Studies
BS, Howard University; Mdiv, PhD, Garrett-Evangelical Theological Seminary

Meaghan Weatherdon (2019)
Assistant Professor of Theology and Religious Studies
BA, Carleton University; MA, Queen’s University; PhD, University of Toronto

Jennifer Wenzel (2020)
Assistant Professor of Psychological Sciences
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BA, Rider College; MA, University of Dayton; PhD, Florida State University

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BA, Brown University; MFA, University of California, San Diego

Irene Williams (1982)
Professor of English
BA, Bennington College; MA, PhD, Columbia University

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Nichole Wissman-Weber (2019)
Assistant Professor of Management
BA, Heritage University; MA, New Mexico State University; PhD, University of Massachusetts, Boston

Nicholas Witkowski (2022)
Assistant Professor of Theology and Religious Studies
BA, University of Massachusetts, Amherst; MA, Columbia University; PhD, Stanford University

Mark Woods (1997)
Professor of Philosophy
BA, Moorhead State University; MA, PhD, University of Colorado

Eric Wootten (Lieutenant, USN)
Assistant Professor of Naval Science
BS, United States Naval Academy

Wenli Xiao (2012)
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BS, University of Science and Technology of China; MSc, Fudan University, Shanghai; PhD, Georgia Institute of Technology

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Professor of Economics
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Mei Yang (2015)
Associate Professor of Chinese
BA, MA, Beijing Normal University; MA, University of Illinois at Urbana-Champaign; PhD, University of Oregon

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Associate Professor of Spanish
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Professor of Art, Architecture + Art History
AB, Harvard University; MFA, PhD, Princeton University

Angela Yeung (1994)
Associate Professor of Music
BMus, Wilfrid Laurier University, Canada; MA and Concert Diploma, McGill University, Canada; MPhil, PhD, Columbia University

Zhi-Yong Yin (2003)
Professor of Environmental and Ocean Sciences
BS, MS, Peking University, Beijing, China; PhD, University of Georgia

Peng Cheng (Phil) Zhu (2013)
Associate Professor of Finance
BBA, Shanghai Institute of Foreign Trade; MBA, PhD, Carleton University

Carsten Zimmerman (2008)
Associate Professor of Management
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Matt Zwolinski (2003)
Professor of Philosophy
BA, BS, Santa Clara University; PhD, University of Arizona

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Accounting (ACCT)

ACCT 201 | PRINCIPLES OF FINANCIAL ACCOUNTING
Units: 3 Repeatability: No
Prerequisites: ECON 101 or BUSN 101 or ITMG 100
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 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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 294 | SPECIAL TOPICS IN ACCOUNTING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ACCT 300 | INTERMEDIATE ACCOUNTING I
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 301 | INTERMEDIATE ACCOUNTING II
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course completes the examination of the financial accounting process begun in ACCT 300 by examining liabilities, owners' equity, lease accounting, dilutive securities, revenue recognition issues, cash flow statement, and accounting for deferred taxes and other specialty financial accounting areas. While our focus will be on GAAP, the requirements of IFRS and the differences between GAAP and IFRS will be covered in the course.

ACCT 302 | COST ACCOUNTING
Units: 3 Repeatability: No
Prerequisites: ACCT 202 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 303 | ACCOUNTING INFORMATION SYSTEMS
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C-
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. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ACCT 320 | ETHICS FOR ACCOUNTANTS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
Prerequisites: ACCT 202 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Course develops student skills to recognize and apply ethical concepts within accounting and financial reporting engagements. The course covers theoretical foundations of ethical decision making and then shows the application of those ethical foundations to real life situations that accountants might encounter. Understanding the overall ethical responsibilities accountants have to protect the public interest is emphasized. This may be taken after 45 units are completed.

ACCT 401 | ADVANCED ACCOUNTING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ACCT 301 with a minimum grade of C- (Can be taken Concurrently) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 303 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 425 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and FINA 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 430 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 431 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Applied research skills are essential for practicing financial accountants and auditors. This course focuses on helping professional accountants acquire applied research skills that will enable them to access relevant professional guidance, to understand it and to apply it. Case analyses will be performed by students using the Internet and other relevant research materials. Students will prepare case analysis based upon their research and will present their results in oral presentations and in professional write-ups. Research on relevant ethical issues in the profession will be a critical part of the cases examined in the course. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 433 | ACCOUNTING ANALYTICS
Units: 3 Repeatability: No
Prerequisites: ACCT 303
Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

ACCT 435 | NOT-FOR-PROFIT ACCOUNTING
Units: 3 Repeatability: No
This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

ACCT 440 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course will focus on current controllership and strategic cost management topics. Topics to be studied include activity based costing, balanced scorecard, benchmarking and management control systems. Teaching methods include lecture or discussions, case studies and presentations. Development of appropriate values and ethics needed by company controllers is included in the course. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 460 | TAX RESEARCH
Units: 3 Repeatability: No
Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 461 | PARTNERSHIP TAXATION
Units: 3 Repeatability: No
Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5)understand non-corporate tax planning techniques, (6)understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 462 | ESTATE AND GIFT TAXATION AND PLANNING
Units: 3 Repeatability: No
Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 464 | ADVANCED CORPORATE TAXATION
Units: 3 Repeatability: No
Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

ACCT 480 | INTERNATIONAL ACCOUNTING STANDARDS
Units: 3 Repeatability: No
Prerequisites: ACCT 300 and (MATH 130 or MATH 133 or MATH 150 or MATH 151) and ACCT 481
Corequisites: ACCT 481
The student of international accounting issues is crucial for effective interpretation and analysis of financial information from companies around the world. Topics include financial reporting practices, taxes, business operations or multilateral corporations, foreign currency translation, and transfer pricing. Note: ACCT 480 and ACCT 481 must be taken concurrently.

ACCT 481 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 480 (Can be taken Concurrently)
Corequisites: ACCT 480
The primary goal of the course is to immerse students from a physical, cultural and intellectual perspective with an emphasis on doing business in the U.K., France, and Italy. The students will study the differences and similarities of the management systems in Western Europe as well as the parts of the world. Note: ACCT 480 and ACCT 481 must be taken concurrently.

ACCT 492 | TAX CONSULTING SIMULATION
Units: 3 Repeatability: No
Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing.
The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class.

ACCT 494 | SPECIAL TOPICS IN ACCOUNTING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
An in-depth analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ACCT 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of accountancy under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

ACCT 498 | INTERNSHIP
Units: 1-3
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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: 1-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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.

Africana Studies (AFST)

AFST 100 | FUNDAMENTALS OF AFRICANA STUDIES I
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with HIST 172.

AFST 101 | FUNDAMENTALS OF AFRICANA STUDIES II
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

Anthropology (ANTH)

ANTH 101 | BECOMING HUMAN: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
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. Students may not receive credit for both ANTH 101 and ANTH 111.

ANTH 102 | INTRODUCTION TO CULTURAL ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
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 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
A discussion of the techniques and concepts used by archaeologists to understand humankind through material culture. Every semester.

ANTH 111 | BECOMING HUMAN: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY WITH SOCIAL JUSTICE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area, Domestic Diversity level 1
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, adaptation, and social justice. Social justice is woven into this course by way of examples, exercises, and content. Social justice content includes topics of a sensitive nature such as “race”, bias, societal privilege, intersectionality, anti-racism, biological sex and gender, and human sexuality, and the future of humanity. Students will consider their own positionality in terms of human evolution, modern human variation, and current society. Students may not receive credit for both ANTH 101 and ANTH 111.

ANTH 294 | SPECIAL TOPICS IN ANTHROPOLOGY
Units: 0.5-4 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 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 301 | THE HUMAN DEAD: CONTEMPORARY PERSPECTIVES ON BIOARCHAEOLOGY AND FORENSIC ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
An examination of how archaeologists, biological anthropologists, and forensic anthropologists analyze the remains of the human dead in past societies and in forensic contexts. Students will learn basic skeletal anatomy and osteological techniques (human versus non-human, age at death, minimum number of individuals, etc.), before examining remains for trauma, disease, and wear. Inferences will be made in terms of the lives and deaths of individuals. Students will also consider the interpretations we make based on our own lived experiences, and how this may influence objectivity and truth. Three field trips may be required. Students will be required to complete course content and view materials depicting traumatic and fatal interpersonal violence, mass disasters, genocides, and war crimes. It is recommended that students complete ANTH 101 or 111 before taking this class.

ANTH 310 | HUMAN EVOLUTION
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ANTH 101 or ANTH 111 or BIOL 242
This course offers an overview of the fossil evidence for human evolution. Students will become familiar with basic principles of biological classification and nomenclature and with the anatomical features characteristic of different hominin species. They will also explore methods of reconstructing behavioral attributes from skeletal and archaeological data and gain a detailed knowledge of current theoretical perspectives in palaeoanthropology.

ANTH 311 | MONKEY BUSINESS: BEHAVIOR AND ECOLOGY OF PRIMATES
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Non-Core Attributes: Lab
Prerequisites: ANTH 101 or ANTH 111 or BIOL 112 or (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L) or EOSC 112 or EOSC 123 or PSYC 101 or PSYC 230
An introduction to the study of non-human primates (prosimians, tarsiers, monkeys, and apes). This course will examine the behavior, ecology, evolution, and conservation of extant primates. The inquiry based-lab introduces methods commonly used in animal behavior, and allows students to test hypotheses within an ecological and evolutionary framework. Laboratory exercises will be conducted at the San Diego Zoo. A course in statistics is recommended but not required prior to taking this class.

ANTH 314 | BONES: HUMAN OSTEOLOGY
Units: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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. It is recommended that students take ANTH 101 or 111 or 103 before enrolling in this class.

ANTH 315 | MODERN HUMAN VARIATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
The course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, the course examines the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. These traits will be considered from a cultural and scientific perspective, and the evolutionary and cultural processes that have shaped these traits will be discussed. The course will also explore how culture can influence our understanding of human biology, and how studies of human variation have impacted society in the past and present. Strongly recommend ANTH 101 as preparation.

ANTH 316 | PRIMATE EVOLUTIONARY ANATOMY
Units: 3 Repeatability: No
The course will: a) survey the anatomy of the living primates and review different anatomical systems and behaviors across species from a structural, functional, and evolutionary perspective; b) examine aspects of the primate fossil record, including adaptations unique to our own lineage: the hominins; and c) make use of primate skeletal casts to link aspects of skeletal structure with soft tissue anatomy. Emphasis will be given to understanding the ways in which anatomy is correlated with behavior.

ANTH 317 | ZOOARCHAEOLOGY: THE ARCHAEOLOGY OF ANIMALS
Units: 4 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ANTH 101 or ANTH 103 or ANTH 111
This course focuses on theories and methods for studying animal skeletal remains from archaeological sites. Particular attention will be paid to identification and quantification of zooarchaeological material, to various cultural and natural processes that affect animal bones pre- and post-burial, and to the use of faunal remains for determining past human diets and environments.

ANTH 320 | NORTH AMERICAN INDIAN CULTURES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
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 321 | CALIFORNIA AND GREAT BASIN INDIAN CULTURES
Units: 3 Repeatability: No
An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrileño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.

ANTH 323 | SOUTHWEST INDIAN CULTURES
Units: 3 Repeatability: No
Prerequisites: ANTH 102
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 330 | NORTH AMERICAN ARCHAEOLOGY
Units: 3 Repeatability: No
Prerequisites: ANTH 103
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 331 | 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 343 | THE ANCIENT DEAD: BIOARCHAEOLOGY
Units: 3 Repeatability: No
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 349 | WRITING ANTHROPOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
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 362 | PIRACY IN THE NEW WORLD
Units: 3 Repeatability: No
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 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 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES
Units: 3 Repeatability: No
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.

ANTH 411 | PLANET OF THE GREAT APES 1: BEHAVIOR, ECOLOGY AND EVOLUTION OF HUMANKIND'S CLOSEST EXTANT RELATIVES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: ANTH 101 or ANTH 111 or BIOL 112 or (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L) or EOSC 112 or EOSC 123 or PSYC 101 or PSYC 230
The course examines the natural history, behavior, ecology, and life history of each of the great apes including: orangutans, gorillas, bonobos, and chimpanzees. The course will also consider conservation issues facing wild great apes, the welfare of apes in captivity, and ethical debates on ape "personhood" and other controversies of humankind's closest living relatives. Insights gathered shed light on human's shared evolutionary history with other great apes, and are applicable to the future survival of all great ape species. It is recommended that students complete ANTH 311 before taking this class.

ANTH 413 | PLANET OF THE GREAT APES 2: ETHICS OF HUMANITY'S RELATIONSHIPS TO OTHER APES
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
Prerequisites: ANTH 101 (Can be taken Concurrently) or ANTH 111 (Can be taken Concurrently) or BIOL 112 (Can be taken Concurrently) or (BIOL 240 (Can be taken Concurrently) and BIOL 240L (Can be taken Concurrently)) or (BIOL 242 (Can be taken Concurrently) and BIOL 242L (Can be taken Concurrently)) or EOSC 112 (Can be taken Concurrently) or EOSC 123 (Can be taken Concurrently) or PSYC 101 (Can be taken Concurrently) or PSYC 230 (Can be taken Concurrently)
The course examines the ethical issues affecting great apes including captivity, use in entertainment, biomedical experimentation, "personhood", behavioral research, habituation, reintroduction, eco-tourism, vaccines, and conservation, including the legacies of colonialism and colonial-style conservation. Insights gained can shed light on the morality of prioritizing the wellbeing of humans over apes (e.g., captivity, biomedical use, research, etc.), or apes over humans (e.g., "personhood", conservation conflict). It is recommended that students complete ANTH 311 before taking this class.

ANTH 420 | METHOD AND THEORY IN ARCHAEOLOGY
Units: 3 Repeatability: No
The purpose of the course is to study the theory, methods, and techniques of archaeological studies in detail. Emphasis will be on theory and analytical methods (particularly dating) but will include discussions on survey and excavation. The scientific method, including research design, will also be emphasized.

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 494 | SPECIAL TOPICS IN ANTHROPOLOGY
Units: 0.5-4 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 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential

ANTH 498 | INTERNSHIP
Units: 3
Non-Core Attributes: Experiential
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
Non-Core Attributes: Experiential
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.

Arabic (ARAB)

ARAB 101 | FIRST SEMESTER ARABIC
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN ARABIC LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ARAB 141 | TOPICS IN ARAB-AMERICAN LITERATURE, FILM OR CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in Arab-American literature and culture with a focus on domestic diversity. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Domestic, level 1, but does not satisfy the core Second Language requirement.

ARAB 142 | TOPICS IN ARABIC LITERATURE IN TRANSLATION, FILM-GLOBAL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in Arabic literature, film and/or culture with a Global Focus. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Global, level 1, but does not satisfy the core Second Language requirement.

ARAB 194 | SPECIAL TOPICS IN ARABIC
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ARAB 201 | THIRD SEMESTER ARABIC
Units: 3
Core Attributes: Second language competency
Prerequisites: ARAB 102 or Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN ARABIC
Units: 1-3 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.

ARAB 303 | MEDIA ARABIC
Units: 3 Repeatability: No
Prerequisites: ARAB 202
This course uses Arabic media reporting in written, audio and video formats, to focus on political, economic and security issues in their cultural contexts. The course strengthens students' language foundation in all aspects of modern standard Arabic, including speaking, listening, reading, and writing. There will be an emphasis on improvement of speaking skills through discussion of current events and through classroom presentations.

ARAB 306 | ARABIC DIALECTS
Units: 3 Repeatability: No
Prerequisites: ARAB 202
Students will expand their knowledge and exposure to the Egyptian and Levantine dialects through an intensive study of the dialects and cultures. Focus will be on the spoken dialects in modern usage. Students will explore similarities and differences between these two dialects in relation to Modern Standard Arabic. The course also strengthens students' language foundation in speaking, listening, reading, and writing.

ARAB 394 | SPECIAL TOPICS IN ARABIC
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Arabic language skills will be utilized.

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.

Architecture (ARCH)

ARCH 101 | INTRODUCTION TO ARCHITECTURE STUDIO
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
An introduction to the fundamentals of the discipline of architecture. The purpose of this course is to offer, to any student, an introduction to the basic steps of design as it is done in architecture. Through a series of assignments of increasing complexity and scale, the studio explores the skills of drawing, sketching, and model building, and introduces a range of architectural ideas and issues that form the foundation of the discipline. Methods of instruction include studio work, desk critiques, tutorials and lectures.

ARCH 121 | INTRODUCTION TO MODERN ARCHITECTURE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture.

ARCH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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. Cross-listed as ARTH 136.

ARCH 200 | DIGITAL REPRESENTATION
Units: 1 Repeatability: No
Introduction to the representation processes and digital techniques in architecture as an integral part of design thinking. Students will learn the methods to develop three-dimensional constructions and the translations from three-dimensional forms and spaces into two-dimensional scaled drawings and models. This course prepares students to build design representation agility in subsequent architecture design studios.

ARCH 201 | ARCHITECTURAL DESIGN STUDIO I
Units: 4 Repeatability: No
Prerequisites: ARCH 101
In this studio, students explore and design spaces of inhabitation in terms of both form and context. A series of assignments introduce the students to the design process and conceptual thinking in 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 221 | ARCHITECTURE AND THEORY SINCE 1945
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

ARCH 294 | SPECIAL TOPICS IN ARCHITECTURE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation of select issues in architecture. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARCH 301 | ARCHITECTURAL DESIGN STUDIO II
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARCH 101 and ARCH 200 and ARCH 201
This studio course explores architecture as a cultural practice that structures both the physical and the social environment at a wide range of scales. Building on previous design studios, exercises address the integration of structure, materials, context, and historical precedent. Students can 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.) May be repeated for credit.

ARCH 302 | ARCHITECTURAL DESIGN VERTICAL STUDIO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARCH 101 and ARCH 200 and ARCH 201
This is a topics design studio that positions architecture within the larger urban territory and considers social and environmental impacts. Students will acquire research skills concerning the built and non-built environment, and explore the production of architecture within the scope of the city, landscape, or territory. 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 302 may be repeated for credit.

ARCH 310 | MATERIALITY IN ARCHITECTURE
Units: 3 Repeatability: No
Prerequisites: ARCH 101
An overview of creative uses of materials in architecture fostering imaginative applications and sound construction principles. Students will learn how to make informed choices that take into account intrinsic material properties as well as economic, environmental, and socio-cultural factors. This course supports the architectural design curriculum and reinforces students' research, drawing, fabrication, and teamwork skills.

ARCH 320 | MONEY BY DESIGN: ARCHITECTURE AND POLITICAL ECONOMY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by political economy since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward.

ARCH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 322.

ARCH 323 | MEMORY, MONUMENT, MUSEUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. ARCH 323 and ARTH 323 are cross-listed.

ARCH 325 | PRACTICUM IN ARCHITECTURE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific architectural project.

ARCH 327 | ARCHITECTURE AND DECOLONIZATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARTH 327.

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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 340.

ARCH 350 | THEORIES OF ORGANICISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

ARCH 355 | ARCHITECTURE, FILM & MEDIA: THE SPACE OF THE SCREEN
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Prerequisites: ARCH 101 with a minimum grade of D or ARTV 108 with a minimum grade of D
From the perspectives of art, architecture, film and media, this studio course explores the aesthetic techniques of how film renders physical space on a two-dimensional screen. Reading discussions, screenings and projects delineate the architectural and cinematic framing of space and time, and how mediation shapes our perception of the world. Projects consider the screen as object, surface, interface using a variety of methods and media, including architectural montage, match editing, mobile framing and flythroughs. ARCH 355 and ARTV 355 are cross-listed.

ARCH 360 | INTRODUCTION TO SPATIAL DATA ANALYSIS AND GIS
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
This course offers an introduction to Geographic Information Systems (GIS), using it as a tool to visualize, map and analyze spatial data. In a series of lectures and studio assignments students acquire data literacy, quantitative inquiry, cartography and spatial analysis skills, as well exploring how these skills can be deployed for civic engagement, and social and spatial justice. Students interested in architecture, urban design, urban planning, urban studies, public art, media arts are especially encouraged to enroll.

ARCH 384 | SEMINAR IN ART AND ARCHITECTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
Discussion, research and writing focus in-depth on topics in art and architecture that change each semester. Seminars are often taught by visiting art/architectural historians and curators and, when possible, draw on the resources of San Diego's museums, collections, and built environment.

ARCH 490 | RESEARCH STUDIO
Units: 4 Repeatability: No
Core Attributes: Oral communication competency
A research studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 495 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. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Offered in Fall only.

ARCH 494 | SPECIAL TOPICS IN ARCHITECTURE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A focused investigation of select issues in architecture, architectural design or urbanism. May be repeated for credit.

ARCH 495 | SENIOR THESIS IN ARCHITECTURE
Units: 4 Repeatability: No
Prerequisites: ARCH 301 or ARCH 302
The Senior Thesis in Architecture is a capstone studio during which students develop their technical competencies, knowledge, critical thinking and creative synthesis skills. Architecture Majors who have successfully completed ARCH 490 Research Studio are admitted to ARCH 495. The thesis is an opportunity for each student to develop an individual project and define an original position with regard to a specific aspect of the discipline. Students participate in a midterm and a final oral defense of the thesis project. ARCH 495 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)
Non-Core Attributes: Experiential
Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the work-load and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

ARCH 499 | INDEPENDENT STUDY
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 (ARTH)

ARTH 101 | INTRODUCTION TO THE HISTORY OF ART
Units: 3
Core Attributes: Artistic Inquiry area
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 102 | INTRODUCTION TO ASIAN ART HISTORY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
This course is an introduction to the way ideas and practices pertaining to art have developed in the cultural traditions of Asia. We will study the historical materials through the lens of many concepts and ideas that have become integral to art historical scholarship, including material culture theory, iconography, and visual narration.

ARTH 109 | INTRODUCTION TO SONIC ARTS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Artistic Inquiry area
A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. 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 Repeatability: No
Core Attributes: Artistic Inquiry area
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: 3-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Domestic Diversity level 1
This course considers the forms and roles taken by temples as they followed the spread of Buddhism from ancient India throughout the world. Throughout the course, we will pay close attention to the ways that Buddhist communities have struggled to find a balance between tradition and acculturation. Many times over the course of history, Buddhist traditions have been adopted by converts who have interpreted it in new and distinctive ways, or else brought to new lands by people who have carried it with them from their homeland as a way of preserving their cultural heritage. How does the challenge of translating old forms into a new culture necessitate compromises of architectural style or ritual use? In addition to important temples in Asia, the course will introduce students to thriving Buddhist institutions much closer at hand, and explore diversity issues in relation to the Lao and Japanese Buddhist communities of San Diego.

ARTH 144 | INTRODUCTION TO CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

ARTH 221 | ARCHITECTURE AND THEORY SINCE 1945
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

ARTH 294 | SPECIAL TOPICS IN ART HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation of select issues in the history of art. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARTH 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

ARTH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARCH 322.

ARTH 323 | MEMORY, MONUMENT, MUSEUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. ARCH 323 and ARTH 323 are cross-listed.

ARTH 325 | PRACTICUM IN ART HISTORY
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific art historical project.

ARTH 327 | ARCHITECTURE AND DECOLONIZATION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARCH 327.

ARTH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN
Units: 3
Non-Core Attributes: Writing-Pre F17 CORE
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
Core Attributes: Advanced writing competency, Artistic Inquiry area
A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

ARTH 332 | ART AND ARCHITECTURE OF NORTH AMERICA: CULTURE WARS IN THE LONG NINETEENTH CENTURY
Units: 3 Repeatability: No
This course explores a variety of representations from throughout North America starting with the late-18th and continuing through the early-20th centuries. Painting, sculpture, photography, architecture (both civic and domestic), as well as other potent forms of representation will be considered. Students will encounter a range of critical methods deployed by art historians to explain these objects. A close reading of primary sources--letters, contracts, critical accounts and other documents--that surrounded the manufacture and circulation of works of art will reveal the "culture wars" of this long nineteenth century.

ARTH 333 | MODERN ART: 1780-1920
Units: 3
Core Attributes: Advanced writing competency, Artistic Inquiry area
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 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
From World War I to the close of the Cold War, from the advent of the movies to the Internet and touch-screens, the modern world has been swept into the currents of globalization. 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-infiltrating interventions of the 2020s, 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
Core Attributes: Domestic Diversity level 1
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 Repeatability: No
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 350 | THEORIES OF ORGANICISM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

ARTH 354 | ART IN THE 1960S AND 70S
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
Amidst the Civil Rights movement, student activism, flower power, Feminism, the Black Art Movement, the Chicano movement, the Cold War, the war in Vietnam, art during the 1960s and 1970s broke boundaries. Defying the confines of museum and gallery walls, artists moved into the streets, blurred the borders of art and life, confronted popular culture, dematerialized their work, deployed the body in performance art, transcended objecthood in favor of experience. This was a time of radical rethinking in art as in life.

ARTH 356 | RACE, ETHNICITY, ART AND FILM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area, Domestic Diversity level 1
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 357 | GLOBAL FILM AND 'ASIA'
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course starts by examining the filmic construction of "Asia" as a category or concept that contains a multitude of places and peoples. Through lectures, texts, discussions and screenings, the course materials will help us reflect on the oppressive histories of global systems such as imperialism and capitalism in that region; the experiences and memories of everyday people to the extent we can access them through media; the stereotypes and prejudices that are captured in filmic strategies. Along with discussing assigned texts, we will screen and analyze films from Japan, China, Taiwan, India, Indonesia, South Korea, Hong Kong–alongside domestic films about "Asia." Topics of discussion also include: precarity and migration; global supply chains; imperialism/settler colonialism; environmental sustainability; and Afro-Asian solidarity, among others. Discussions, assigned written responses and papers encourage connections between the experiences of people in various parts of Asia with our own everyday identities and cultures.

ARTH 358 | MEXICAN CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
Prerequisites: ARTH 144 or FILM 101
This course offers a critical survey of Mexican cinema through a variety of contexts, including the Mexican Revolution, political and economic policies, cultural dynamics (religion, race, gender, identity), violence and insecurity, Surrealism, and migration. Course readings will situate the films within these contexts and offer multiple perspectives with which to perceive and analyze movies from (and of) Mexico. Through in-class screenings, discussions, and readings, we will examine how filmmakers have documented, commented upon, and critiqued Mexico's ideologies, histories, and societal structures.

ARTH 360 | ASIA MODERN
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Today, some of the most dynamic and noteworthy works of contemporary art are being produced by Asian artists, but how did we reach this point? What was the trajectory of modernism in Asian art, and might it offer alternative understandings of modernity? How did once-distinct artistic cultures converge to become the transnational art world of today? To what extent do regional or cultural differences still matter, now that contemporary art can reach global audiences?.

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 Repeatability: No
Core Attributes: Artistic Inquiry area
This course examines 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 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
This course will provide background knowledge as well as hands-on experience of the design of art exhibitions. We will delve into the history of art galleries, salons, and museums, and examine theoretical, ethical, and legal debates about the roles and responsibilities of those who collect and exhibit art. Each student will have the opportunity to design their own real or ideal art exhibition, and together we will collaborate in putting together a group exhibition of student work. Each project will be supported with multiple kinds of discipline-specific writing for a variety of purposes and audiences.

ARTH 373 | COLLECTIONS, COLLECTING, COLLECTORS: HISTORY, THEORY, MADNESS
Units: 3 Repeatability: No
This seminar will consider the "problem" of what it means to collect from a variety of perspectives, including historical, theoretical, and more or less speculative frameworks. Why do people seek out things and what can we possibly learn from their accumulations? Linking research and practical experience, the class will visit collections/archives in our region and will propose a work to be added to the permanent art collections of the university.

ARTH 376 | ART AT EL PRADO MUSEUM, MADRID, SPAIN
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Non-Core Attributes: International
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 SEMINAR
Units: 3 Repeatability: No
This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet constructivist experiments, the situationists, conceptual art, and more recent interventionist strategies.

ARTH 384 | SEMINAR IN ART AND ARCHITECTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Medieval Islamic Art: British Art 1500-2000; Nuclear Cinema; African-American Art; Caravaggio and Baroque Italy; Rubens and Rembrandt; Printmaking in the History of Art; Colonialism and Art History; Ends of Art: Histories of the Fin de Siècle; Soviet Art; The American Home, 1850-1950; Whitman, Warhol: Democratic Culture; Theories of Word and Image. 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 394 | SEMINAR
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism.

ARTH 395 | METHODS IN ART HISTORY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
As a capstone seminar in Art History, the course allows students to recognize, compare, and synthesize some of the key methodological and theoretical perspectives that shape the interpretation of art, and to situate these perspectives in the history of the discipline. The course is based on the close reading and discussion of key art historical texts that have influenced the development, aims, and practice of the discipline. Attention is also given to the development of Art History from its origins, closely focused on Greco-Roman and European art, through contemporary expansion to a global field with attention to racial and cultural diversity. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and learn to distinguish between different kinds of readings of artworks. This class fulfills Global Diversity Inclusion and Social Justice level 2 (FDG2 from the Core).

ARTH 490 | IMAGE WORLD/WRITTEN WORD
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
This course offers the possibility of pursuing an independent writing project in a supportive group setting. Art History majors will conceive a research project drawing on historical, theoretical, and critical strategies, and 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 494 | SPECIAL TOPICS IN ART HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A focused investigation of select issues in art history. Recent topics have included: Postcolonial and Diasporic Cinema, the Museum as Artifact, and Latin American Art.

ARTH 495 | SENIOR THESIS
Units: 1 Repeatability: No
Senior art history majors will complete the senior thesis conceived and drafted in ARTH 490 Image World/Written Word.

ARTH 496 | SENIOR THESIS
Units: 1
Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Every semester.

ARTH 498 | MUSEUM INTERNSHIP
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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 University Galleries and Hoehn Print Study Collection, the Museum of Contemporary Art San Diego, the San Diego Museum of Art, the Timken Museum, Mingei International Museum, the New Children's Museum, 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.

Asian Studies (ASIA)

ASIA 194 | TOPICS IN ASIAN STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)

ASIA 494 | TOPICS IN ASIAN STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)

Behavioral Neuroscience (NEUR)

NEUR 305 | CELLULAR AND MOLECULAR NEUROSCIENCE
Units: 3 Repeatability: No
Prerequisites: PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
This course will discuss fundamental concepts in neuroscience, including the structure and function of the nervous system in humans and animals, brain cell biology, the biophysics of membrane potential, action potential generation and propagation, cell signaling, neurotransmitter systems, and neural circuits.

NEUR 310 | BEHAVIORAL NEUROSCIENCE
Units: 3 Repeatability: No
Prerequisites: NEUR 305 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
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 372 | CLINICAL NEUROSCIENCE
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 342
The goal of this course is to extend our understanding of the nervous system to the examination of the biological dimensions of neurological diseases and disorders. Students will have the opportunity to apply basic knowledge about the nervous system in order to make sense of actual clinical case studies. Topics will explore normal and abnormal functioning of the nervous system related to sensory and motor systems, language, vision, physiology, hormones and circadian rhythms, development, and neurodegeneration.

NEUR 411 | BEHAVIORAL NEUROSCIENCE OF SLEEP
Units: 3 Repeatability: No
Prerequisites: PSYC 342
We spend about a third of our lives asleep, but know little about sleep in comparison to other vital behaviors. Even though many questions remain, a fair amount of detail has been discovered through research and medical cases. In this class, we'll learn about the different stages of sleep and their accompanying characteristics, the brain areas and neural chemicals involved, control processes, sleep disorders, as well as the functions of sleeping and dreaming.

NEUR 470 | ADVANCED RESEARCH METHODS BEHAVIORAL NEUROSCIENCE CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 342 and NEUR 310 (Can be taken Concurrently)
In the capstone course, senior Behavioral Neuroscience majors will integrate what they have learned in their previous classes. In this particular class, we will take a more hands-on approach by conducting neuroanatomy, behavioral and neurophysiology experiments. In addition to these experimental modules we will explore behavioral neuroscience by reading and critiquing empirical literature and the methodology used to investigate issues in behavioral neuroscience.
The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading of the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

NEUR 475 | RESEARCH METHODS IN CONDITIONING AND LEARNING
Units: 3 Repeatability: No
Prerequisites: PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 332
NEUR 475 will provide the opportunity for psychology and behavioral neuroscience majors to gain hands-on experience with laboratory techniques in learning. In this 3-unit course, students will study the empirical literature and methodology used to investigate issues in learning in a seminar-style setting. Additionally, students will have the opportunity to practice the research methods and statistical concepts through a series of laboratory modules in classical conditioning, operant conditioning, and spatial navigation using human and nonhuman animal subjects. Students enrolled in NEUR 475 and PSYC 475 will meet together for reading, discussion, and laboratory activities. NEUR 475 will NOT include the major research project or oral presentation, and students will not earn the core attributes of advanced writing. The option of NEUR 475 is provided for students who would like to gain experience with research methodology in human and non-human animal learning, but who plan to complete their core requirements elsewhere. Students may not receive credit for taking both NEUR 475 and PSYC 475.

NEUR 492 | MAJOR FIELD TEST
Units: 0 Repeatability: No
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.

NEUR 494 | SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: PSYC 342 with a minimum grade of D+
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. Junior standing; additional prerequisites vary with topic and/or instructor.

NEUR 496 | RESEARCH EXPERIENCE
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

Biology (BIOL)

BIOL 000 | TOPICS
Units: 1-4

BIOL 110 | LIFE SCIENCE FOR EDUCATORS
Units: 3
Non-Core Attributes: Life Science-Pre F17 CORE
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: 3-4
Non-Core Attributes: Lab
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: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, including a possible overnight trip to the desert.

BIOL 113 | PLANTS AND PEOPLE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
What are the major ways that plants and plant products contribute to human life and how have humans modified plants and their environments? Biology 113, Plants and People, is a one-semester course (Science and Technological Inquiry Core Area) that endeavors to answer these questions. It is about humans and their knowledge, uses, and abuses of plants. The biology of plants is considered from a scientific viewpoint; drawing on topics of anatomy, morphology, physiology, ecology, evolution, taxonomy, and biotechnology. The basis of this course is science literacy, defined as citizen-level fluency for comprehending the process through which science's way of knowing brings understanding of the natural world. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

BIOL 114 | TOPICS IN HUMAN BIOLOGY WITH LAB
Units: 3
Non-Core Attributes: Life Science-Pre F17 CORE
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
Non-Core Attributes: Life Science-Pre F17 CORE
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 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS
Units: 3
A laboratory/lecture/discussion class inthe general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

BIOL 117 | INTEGRATING INDIGENOUS AND WESTERN SCIENCE
Units: 4 Repeatability: No
Core Attributes: Science/Tech Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Lab
Biology 117, Integrating Indigenous and Western Science, is a one-semester course that meets Science and Technological Inquiry (STI) and Diversity Inclusion & Social Justice I (DISJ) core areas. General biological concepts are considered from a western scientific viewpoint, while concurrently engaging Indigenous ways of being in relationship with the natural world. The course includes a service-learning component with Community Partners. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

BIOL 118 | PEOPLES, PLAGUES AND MICROBES
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
An introduction to the infectious microbes that have caused major plagues throughout human history. This non-majors course will examine epidemics that have decimated populations across entire continents and consider the resulting reverberations that continue to shape modern society. Special attention will be devoted to the evolution of pathogenic microbes that cause infectious disease. The laboratory experience will train students in microscopy and aseptic techniques while providing an opportunity to apply the scientific method in a study of microorganisms.

BIOL 120 | LIFE-CHANGING BIOLOGY
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Why can science be life-changing? In this course, we will explore topics in biology that can have a big impact on our lives, including COVID-19, forensics, cancer, and race. We will delve into these topics through the lens that science is an evolving process instead of a collection of facts. To put science into practice, you will also join real scientists and fellow students around the globe in search of new antibiotics for our world. Throughout the semester, we will build critical thinking skills, so you can leave this course better prepared to discern what is true for yourself while navigating the noisy world of science in the news and social media. This course satisfies the core requirement for Explorations in Scientific and Technological Inquiry (ESTI) and the core attribute of Quantitative Reasoning (CQUR).

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.

BIOL 214 | MEDICAL MICROBIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L)
This course is designed to be an introduction to microbiology for students working towards health-related professions. Fundamentals of microbiology, including Bacteriology, Virology, Mycology (fungi), and Parasitology (protozoa) will be covered, with an emphasis on human pathogens. Topics will include, but are not limited to bacterial structure, physiology and metabolism, bacterial pathogenesis and virulence, normal flora of the human body, immunology, methods of diagnosing and treating infections, viruses including influenza and HIV, and epidemiology. The laboratory portion of the class will focus on aseptic technique, inoculation and maintenance of cultures, microscopy, and identifying bacteria through both culture-based and molecular methods. Does not fulfill ESTI.

BIOL 240 | BIOENERGETICS AND SYSTEMS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. Lecture topics will include cellular respiration and photosynthesis, organismal physiology and locomotion, and ecological interactions. Concurrent registration in 240L is strongly recommended, and required for Core credit. Offered every semester.

BIOL 240L | BIOENERGETICS AND SYSTEMS LABORATORY
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. The laboratory will include inquiry into the mechanisms of physiology, including testing novel hypotheses concerning bioenergetics. Concurrent registration in 240 is strongly recommended, and required for Core credit. Offered every semester.

BIOL 242 | GENOMES AND EVOLUTION
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. Lecture topics will include the use and change of hereditary information in DNA, the mechanisms of evolution, and the relationships among major groups of organisms. Concurrent registration in 242L is strongly recommended, and required for Core credit. Offered every semester.

BIOL 242L | GENOMES AND EVOLUTION LABORATORY
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. The laboratory will include inquiry into the structure and function of DNA, and testing hypotheses of evolution and phylogeny. Concurrent registration in 242 is strongly recommended, and is required for Core credit. Offered every semester.

BIOL 294 | SPECIAL TOPICS IN BIOLOGY
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in Biology.

BIOL 300 | GENETICS
Units: 3 Repeatability: No
Prerequisites: (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L) and (CHEM 151 and CHEM 151L)
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
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 Repeatability: No
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
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. Environmental and Ocean Sciences majors may substitute EOSC 301 for BIOL 305.

BIOL 309 | RESEARCH METHODS
Units: 2 Repeatability: No
Prerequisites: BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L
Development of basic methods and skills common to all research in Biology. Topics include use of literature, hypothesis formation and hypothesis testing with statistical inference, and critical evaluation of data. Offered every semester.

BIOL 310 | EVOLUTION
Units: 3 Repeatability: No
Prerequisites: BIOL 300 and (BIOL 305 or EOSC 301)
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 | COMPARATIVE ANATOMY OF VERTEBRATES
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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 330 | TECHNIQUES IN MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 242 and BIOL 242L
An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

BIOL 332 | BIOCHEMISTRY II
Units: 3
Prerequisites: CHEM 331
This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

BIOL 340 | DESERT BIOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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. Two hours of lecture and two laboratories weekly.

BIOL 342 | MICROBIOLOGY
Units: 4 Repeatability: No
Prerequisites: 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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 347 | AVIAN BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
An introduction to the biology of birds, including their evolution, physiology (particularly those areas associated with flight), vocalizations, navigation, reproduction, and ecology including conservation. The laboratory will include several field trips (including one overnight trip to the mountains and desert) for bird identification and will include a project designed by the student. Three hours of lecture and one laboratory weekly.

BIOL 348 | INSECT BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or EOSC 301
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 Repeatability: No
Prerequisites: 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 377 | PHYSIOLOGY OF SPORTS
Units: 3 Repeatability: No
Prerequisites: BIOL 300
This course will examine how the physiology of humans can be challenged by different athletic sports. The principles that underlie the functioning of each physiological system (e.g. muscle, neural, cardiovascular, respiratory, metabolism, etc) will be discussed. Students will identify a sport that truly challenges these physiological systems and will examine the primary literature regarding each system. Students will also examine the impact of training, nutrition, performance, etc. on the physiology of the athlete in a given sport. This course will also take an integrative approach by examining the response and regulation of these physiological systems from the level of the gene to the whole organism.

BIOL 416 | POPULATION BIOLOGY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (BIOL 305 or EOSC 301) and (MATH 130 or MATH 150 or MATH 151)
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 300 and (BIOL 309 or EOSC 301)
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 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Cross-listed as EOSC 438. Students may not receive credit for taking both BIOL 438 and BIOL 439 or for taking both BIOL 438 and PSYC 344.

BIOL 439 | ANIMAL BEHAVIORAL ECOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Cross-listed as EOSC 439. Students may not receive credit for taking both BIOL 439 and BIOL 438 or BIOL 439 and PSYC 344.

BIOL 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from BIOL 440/EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both BIOL 440 and EOSC 440 or BIOL 440 and MATH 440.

BIOL 444 | ECOLOGY AND EVOLUTION OF INFECTIOUS DISEASE
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 305 or BIOL 301
This course will focus on fundamental topics in the ecology and evolution of infectious disease, including epidemiological Susceptible-Infected-Recovered (SIR) type models, the basic reproductive ratio R0, vaccination and herd immunity, heterogeneity in host resistance, and the evolution of virulence.Examples will be taken from the primary scientific literature across human, wildlife and plant diseases. Labs will include a mix of computer-based labs working with epidemiological mathematical models; laboratory experiments using model organisms such as mosquitoes; and field labs surveying local plant and wildlife diseases. Students will also complete a semester-long project modeling an infectious disease of their choice. Experience using the software R would be helpful, but no mathematical or programming knowledge is required, and any math content will be introduced as needed.

BIOL 451 | BIOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: BIOL 309 or EOSC 301
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 EOSC 451.

BIOL 462 | BIOLOGY OF FISHES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301 (Can be taken Concurrently)) or BIOL 305
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. Three hours of lecture and one laboratory per week. Cross-listed with EOSC 462.

BIOL 465 | MARINE MAMMALS
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305
An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions.
Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. Cross-listed with EOSC 465.

BIOL 472 | PLANT PHYSIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 and CHEM 151 and CHEM 152
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 weekly.

BIOL 472L | PLANT PHYSIOLOGY LAB
Units: 1 Repeatability: No
Prerequisites: BIOL 300 and CHEM 151 and CHEM 152
Corequisites: BIOL 472
A laboratory investigation of the topics introduced in the Plant Physiology lecture. Coregistration in BIOL 472 is required.

BIOL 477 | INVERTEBRATE PHYSIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300
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 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: BIOL 300
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 Repeatability: No
Prerequisites: BIOL 300 and CHEM 301
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 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: BIOL 300
Corequisites: BIOL 478
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 Repeatability: No
Prerequisites: BIOL 300 and CHEM 301
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 LAB
Units: 1 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: BIOL 300
Corequisites: BIOL 480
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 481 | CANCER: BIOLOGY AND SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: BIOL 300
This course provides an introduction to the basic characteristics of normal vs. cancerous tissue, examining the genetic and cellular changes that occur during the progression of cancer. The course also examines the disparities in cancer progression among individuals, as it relates to socioeconomic status, race and ethnicity.

BIOL 482 | MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Prerequisites: 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 483 | EMERGING ISSUES IN GENETICS
Units: 3 Repeatability: No
Prerequisites: BIOL 300
This course considers the science of emerging and advancing technologies in the field of genetics and the ethical issues they raise. Current events are often incorporated. Fall semester.

BIOL 484 | IMMUNOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 300
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 | RESEARCH PROJECT
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: BIOL 300 and BIOL 305 and BIOL 309 with a minimum grade of C-
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 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement, Undergraduate Research
Prerequisites: BIOL 309 with a minimum grade of C-
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 | SPECIAL TOPICS IN BIOLOGY
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: 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 Repeatability: No
Core Attributes: Oral communication competency
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: 1-4 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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. Total credit in BIOL 496 is limited to four units.

BIOL 497 | TECHNIQUES IN BIOLOGY
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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. Total credit in BIOL 497 is limited to two units.

BIOL 498 | RESEARCH INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Undergraduate Research
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. Total credit in BIOL 498 is limited to three units.

Business Administration (BUSN)

BUSN 101 | CREATING AND GROWING SUSTAINABLE VENTURES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will also introduce information technologies and business applications such as Microsoft Excel to analyze and present business ideas. The course will also include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

BUSN 294 | SPECIAL TOPICS IN BUSINESS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUSN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

BUSN 309 | LGBTQ IN BUSINESS AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 133 or MATH 150)
This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

BUSN 339 | LATIN AMERICA BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C- or MATH 133 with a minimum grade of C-)
This course is designed to prepare participants to work effectively in or with Latin America organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

BUSN 361 | INTRODUCTION TO INTERNATIONAL BUSINESS
Units: 3 Repeatability: No
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

BUSN 377 | NEGOTIATION IN A GLOBAL BUSINESS ENVIRONMENT
Units: 3
In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

BUSN 383 | PROJECT MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
This course provides you with hands-on project management concepts, covering different project phases as well as several project-leadership practices. In addition, the class content consists of agile project management techniques, such as SCRUM, Scrumban, and/or hybrid agile conceptualizations. Course topics may include work breakdown structures, project organizational techniques, project leadership structures, risk analysis and mitigation practices, crisis management techniques, quality assurance, and/or modern agile project management techniques. Teaching methods can include case studies, simulations, lectures, and/or field-work with organizations.

BUSN 401 | BUSINESS COMMUNICATION
Units: 3 Repeatability: No
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.

BUSN 494 | SPECIAL TOPICS IN BUSINESS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUSN 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of business administration under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

BUSN 498 | INTERNSHIP
Units: 1-3 Repeatability: No
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See the university class schedule for special meeting times. This course is restricted to School of Business majors who have completed at least 75 units and School of Business minors who have completed at least 90 units with instructor's approval. It may not be repeated for credit.

BUSN 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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 Analytics (BUAN)

BUAN 294 | SPECIAL TOPICS IN BUSINESS ANALYTICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business analytics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUAN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

BUAN 314 | DESCRIPTIVE ANALYTICS & DATA MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Advances in our capability to generate and collect information coupled with decreasing disk#space prices are pushing us toward a world centered around data management. Data preparation and storage are the foundation of today's business analytics. They ensure data are properly processed for later meaningful analysis. Data preparation includes data cleansing and data transformation. The objective of data preparation is to collect the data from various sources into a single location and transform it into a form that is ready for later analysis. Databases are at the heart of modern commercial application development for data storage. Once data is prepared and properly stored, the first step of analysis usually involves summarizing basic facts about what has happened in the past. This preliminary examination of data falls in the category of descriptive analytics (exploratory data analysis). The purpose of this course is to provide a comprehensive introduction of the data management process # from data preparation, storage, to descriptive analytics applications. (Course can be taken upon completion of 45 units and completion of all other prerequisites.).

BUAN 370 | DESCRIPTIVE ANALYTICS & DATA MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Advances in our capability to generate and collect information coupled with decreasing disk#space prices are pushing us toward a world centered around data management. Data preparation and storage are the foundation of today's business analytics. They ensure data are properly processed for later meaningful analysis. Data preparation includes data cleansing and data transformation. The objective of data preparation is to collect the data from various sources into a single location and transform it into a form that is ready for later analysis. Databases are at the heart of modern commercial application development for data storage. Once data is prepared and properly stored, the first step of analysis usually involves summarizing basic facts about what has happened in the past. This preliminary examination of data falls in the category of descriptive analytics (exploratory data analysis). The purpose of this course is to provide a comprehensive introduction of the data management process # from data preparation, storage, to descriptive analytics applications. (Course can be taken upon completion of 45 units and completion of all other prerequisites.).

BUAN 371 | ANALYTICAL DECISION MODELING
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Many business situations can be represented by quantitative models, typically on spreadsheets. This course introduces prescriptive analytics, which is the branch of analytics focusing on identifying the best course of actions. The course will introduce quantitative models for business decision#making. Much emphasis will be placed on practical applications of the models. Topics to be covered include linear programming, integer programming, network models, non#linear programming and Monte Carlo simulation. The primary goal is to acquaint students in business and relevant disciplines with useful concepts, theories, and solution methods in predictive analytics. The problems examined in this course are simplified versions of those that may be encountered in many areas of business. While the approach is quantitative, this is not a mathematics course # we will not prove theorems or solve systems of equations. Instead, we will focus on problem formulation and rely on Excel to do the heavy lifting. In other words, we will focus on developing your model#building skills and managerial interpretation of results.

BUAN 381 | PREDICTIVE ANALYTICS & BIG DATA
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of "what will (or could) happen?" This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

BUAN 390 | BUSINESS ANALYTICS STRATEGY
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- and BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ “big data for social good”, social media).

BUAN 470 | MACHINE LEARNING
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 381 or ECON 381)
The goal of the class is to develop practical working knowledge of the tools and methods for using machine learning, as well as talking knowledge of underlying concepts that go into algorithms, so that one can explain why/how methods apply for different kinds of use cases. The class combines in class demonstrations/ tutorials of certain tools/languages, such as Weka, R, Python, with graphical depictions/programming exercises that involve certain mathematical concepts, including maximizing fit/optimization, dimension reduction/matrix factorization, evaluation methods, Bayesian learning, matrix operations, etc.. Content includes various predictive models, such as Random Forests, Naïve Bayes, and larger landscape of models relate, including the latest Neural Networks for deep learning. Data techniques will be reviewed or discussed as needed, but the emphasis will be on models.

BUAN 494 | SPECIAL TOPICS IN BUSINESS ANALYTICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in business analytics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BUAN 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of Business Analytics under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor’s and department chair’s approvals.

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

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Changemaking Social Innovation (CHNG)

CHNG 101 | INTRODUCTION TO CHANGEMAKING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1
This course introduces students to ways in which individuals all over the world address social and environmental issues and their attempts to create solutions that are “more sustainable and just” than what existed. Students will gain knowledge of social innovations led by a variety of changemakers, who have sought to catalyze positive social transformations in different spheres of action across the world. The focus lies on individuals and groups with innovative endeavors and on the process for the implementation of their vision. It explores the passion, courage, empathy, and flexibility of changemakers. Questions addressed are: What motivates changemakers to pursue their visions, sometimes with relentless energy and refusing to take no for an answer? How do they navigate the process of social innovation in their own culture and in other cultures? Who do they involve in the process of achieving transformative and systematic social change? What is their personal journey?.

CHNG 294 | SPECIAL TOPICS IN CHANGEMAKING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity, offered through USD's Changemaker Hub.

CHNG 394 | SPECIAL TOPICS IN CHANGEMAKING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity, offered through USD's Changemaker Hub.

CHNG 495 | CHANGEMAKING CAPSTONE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: CHNG 101 and LEAD 160 and (SOCI 210D or SOCI 270 or THRS 231) and MGMT 312
The purpose of this course is to provide students with the opportunity to create a specific course of action to address a challenging social issue. There are four objectives of the Changemaking Capstone course. First, it provides students with the opportunity to gain practical experience with changemaking in a real-world setting. Second, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the minor. Third, it offers students the opportunity to collaborate with other students, faculty, and changemakers outside of USD on their projects. And fourth, it requires students to create an original project that addresses a social issue at USD or in another community.

CHNG 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 and obtain the signatures of the Director of the Changemaking Minor and the faculty supervisor prior to registering for the course.

Chemistry (CHEM)

CHEM 101 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
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.

CHEM 102 | SCIENCE OF FOOD & COOKING
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

CHEM 103 | DNA SCIENCE AND TECHNOLOGY
Units: 3 Repeatability: No
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.

CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

CHEM 111 | CHEMISTRY AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

CHEM 112 | SCIENCE VS. WICKED PROBLEMS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Science vs. Wicked Problems focuses on the chemistry of the challenges and problems that face a sustainable thriving environment. This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Science vs. Wicked Problems is a topics coursed designed for the non-science major with a focus on the chemistry approach to understanding sustainability, green chemistry, and chemical causes and solutions of climate change while introducing foundational concepts in chemistry from a molecular prospective. No prior knowledge of chemistry is assumed. Using a variety of active-learning approaches including hands-on activities, students will learn the principles of chemical environmental sustainability and how they relate to chemistry, social justice, and resource limitations. Students will investigate the molecular changes that take place in the production of energy, food and commercial goods, and transportation. Topics may include: making green chemistry approaches of synthesis and waste, other re-use /recycling strategies, minimizing greenhouse gas emissions, making water safe to drink, avoiding air pollution, and eco-development options. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate how to transform the way we live into something more sustainable. Two hours of lecture per week and one four hour lab every other week.

CHEM 113 | APPLICATIONS OF SCIENCE AND TECHNOLOGY IN OUR EVERYDAY WORLD
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
This course will fulfil the USD Core requirements for Exploration in Science and Technology Inquiry (ESTI). Applications of Science and Technology in Our World is a topics course offering a chance to study a variety of modern approaches involving chemistry in our modern world. No prior knowledge of chemistry is needed for this course. Topics include a range of interesting ways chemistry impacts our modern world: Chemistry of Art and Color, Chemistry in Sports, Biochemistry of Drugs and Medicine, Science of Toxicology, Chemistry of Beer and others. Each course will integrate hands-on laboratory experiences where students will interpret modern question in chemistry, conduct inquiry-based laboratories, and design experiments to teach the scientific method, learn the approaches of chemistry in our everyday world and investigate the important and interesting aspects of each topics course.

CHEM 151 | GENERAL CHEMISTRY I
Units: 3-4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year) 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 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
Prerequisites: CHEM 151 and CHEM 151L and CHEM 152L (Can be taken Concurrently)
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 152L | GENERAL CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 151 and CHEM 151L
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 Repeatability: No
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 294 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Rotating courses with various chemical and biochemical topics. Can be repeated for credit when topic changes.

CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH
Units: 1-2
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.

CHEM 301 | ORGANIC CHEMISTRY I
Units: 3 Repeatability: No
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.

CHEM 301L | ORGANIC CHEMISTRY I LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 152 and CHEM 152L
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.

CHEM 302 | ORGANIC CHEMISTRY II
Units: 3 Repeatability: No
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.

CHEM 302L | ORGANIC CHEMISTRY II LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 301 and CHEM 301L
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.

CHEM 311 | PHYSICAL CHEMISTRY I
Units: 3 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 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 Repeatability: No
Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)
This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 242 and BIOL 242L
An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

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 332 | BIOCHEMISTRY II
Units: 3 Repeatability: No
Prerequisites: CHEM 331
This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

CHEM 355 | ENVIRONMENTAL CHEMISTRY
Units: 3 Repeatability: No
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. One lecture and one laboratory weekly. Every other spring semester.

CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Non-Core Attributes: International
Prerequisites: CHEM 152 and CHEM 152L
An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

CHEM 396 | METHODS OF CHEMICAL RESEARCH
Units: 1.5 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)
Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

CHEM 422 | PHYSICAL METHODS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)
An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

CHEM 424 | ADVANCED SYNTHESIS LABORATORY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)
An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

CHEM 427 | BIOPHYSICAL CHEMISTRY
Units: 4 Repeatability: No
Prerequisites: CHEM 331
This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems. Every other spring semester.

CHEM 435 | BIOCHEMISTRY LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Lab
Prerequisites: CHEM 330 or BIOL 330
An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA 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 440 | INORGANIC CHEMISTRY
Units: 3 Repeatability: No
Prerequisites: CHEM 302
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: 1-4 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: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Honors
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.

CHEM 498 | RESEARCH INTERNSHIP
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: CHEM 151 and CHEM 151L
This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology 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.

Chinese (CHIN)

CHIN 101 | FIRST SEMESTER CHINESE
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN CHINESE LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and This course is taught in English and satisfies the core requirement for Literary Inquiry but does not satisfy the core Second Language requirement.

CHIN 141 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 142 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 194 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

CHIN 201 | THIRD SEMESTER CHINESE
Units: 3
Core Attributes: Second language competency
Prerequisites: CHIN 102 or Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN CHINESE
Units: 1-3 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.

CHIN 299 | INDEPENDENT STUDY
Units: 3 Repeatability: No
Independent study at the lower-division level.

CHIN 301 | CONVERSATION AND COMPOSITION
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202
This course strengthens students' language foundation in all aspects of modern standard Chinese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of group projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

CHIN 302 | CONTEMPORARY CHINA: CULTURE, POLITICS AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202
This course introduces students to multiple aspects of Chinese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Chinese.

CHIN 303 | MEDIA CHINESE: INTERNET, TELEVISION AND FILM
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: CHIN 301
This course uses popular TV series and canonical Chinese films as background to discuss contemporary social issues. Students will discuss topics such as China's real estate market, economy and investment, Internet and technology, modernization and urban migration, consumer culture, and young people's perspectives on love and gender. This class will also teach up-to-date vocabulary and idioms created by netizens that have gained national popularity.

CHIN 304 | PROFESSIONAL CHINESE: LANGUAGE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: CHIN 301 or CHIN 302
This course aims to enhance students' language skills in a formal context, including giving professional presentations and writing correspondence suited to different business or academic occasions. It is designed for students at a high intermediate or beginning advanced level of proficiency, developing both fluency and accuracy though a topic-based syllabus. Centering on issues of population, education, family, gender, environment, business and technology, this course helps students understand contemporary China and prepares them for reading authentic written materials. This course is taught in Chinese and specialized knowledge of business and economics is not required.

CHIN 320 | FABLES AND IDIOMS: CLASSIC CHINESE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: CHIN 301 or CHIN 302
This course introduces students to classical Chinese, the written language of China from the sixth century B.C to the early twentieth century, by studying expressions and stories taken from masterworks of literary and cultural traditions (short proverbs, philosophical writings, and historical literature) created in early China. These stories will help students gain literacy and familiarity with Chinese written texts that are at the heart of Chinese culture. Through reading historical texts, students will learn basic syntax, grammar, and vocabulary that are unique to classical Chinese while identifying issues that have been explored continuously throughout history.

CHIN 347 | CHINESE CINEMA:POSTSOCIALISM AND MODERNITY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
This course helps students attain a sophisticated understanding of China's modern history through the study of cinema as critical texts that respond creatively, aesthetically, and constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history. Films analyzed in this course articulate the political and social transformations in the pan-China region over the past decades that are direct result of the impact of globalization and a century-long aspiration for modernity.

CHIN 394 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Chinese language skills will be utilized. Elective credit only (does not count toward the minor).

CHIN 494 | SPECIAL TOPICS IN CHINESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study of special topics in Chinese literature, language, 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 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.

Cognitive Science (COGS)

COGS 101 | INTRODUCTION TO COGNITIVE SCIENCE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
The goal of cognitive science — and of this course — is to understand how your mind works. In this class you will be introduced to how philosophy, psychology, neuroscience, computer science, linguistics, and anthropology contribute to and broaden our understanding of cognitive science. This introduction will allow you to appreciate the interdisciplinary nature of cognitive science, the diversity of viewpoints, and areas of consensus and controversy. This course also serves as the introductory course for the interdisciplinary cognitive science minor and counts for social/behavioral inquiry in the core.

Communication (COMM)

COMM 101 | INTRODUCTION TO HUMAN COMMUNICATION
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency, Social/Behavioral Inquiry area
An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for many upper division communication courses, and fulfills core curriculum requirements in social and behavioral inquiry and oral communication competency.

COMM 130 | INTRODUCTION TO MEDIA STUDIES
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 print, radio, television, film, and digital media are addressed. Fulfills the core curriculum requirement in social and behavioral inquiry.

COMM 203 | PUBLIC SPEAKING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency
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. Students are also introduced to the relationship between socially responsible speeches and rhetorical communication. Fulfills the core curriculum requirement in oral communication competency.

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 221 | INTRODUCTION TO VIDEO PRODUCTION
Units: 1 Repeatability: No
An introduction to video production skills. This course teaches students the skills and strategies employed to collect, edit, and present information through audiovisual means. This course prepares students interested in visual media and broadcast journalism using hands-on, collaborative training. The objective is to teach students how to tell a story using audio and video. Topics covered include camera angles, shooting techniques, audio capture, composition, and video editing.

COMM 265 | INTRODUCTION TO RESEARCH METHODS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
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. Fulfills the core curriculum requirement in quantitative reasoning.

COMM 294 | SPECIAL TOPICS IN COMMUNICATION
Units: 0.5-4 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 | COMMUNICATION TRAINING
Units: 0.5 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
The course offers students credit for participating in a professional communication-related field during the summer. The course is appropriate for students who are interested in learning new skills and gaining professional experience to complement their coursework, but who have not yet completed COMM 300 or those who do not have second-semester sophomore standing. To qualify, students must have completed at least one lower division communication course and have declared a communication major. This course is offered pass/fail.

COMM 300 | COMMUNICATION THEORY
Units: 3 Repeatability: No
Prerequisites: COMM 101
This course provides a comprehensive survey of the various theories that comprise the communication 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.

COMM 320 | CONTEMPORARY PRINT JOURNALISM
Units: 3 Repeatability: No
Prerequisites: COMM 220
This course is designed to develop students' research, reporting, analytical, and writing skills. Students will also investigate the nature and significance of the evolution of print journalism, how changes in the media environment alter journalists' behaviors and responsibilities, and how audiences read and interpret the news in modern society. Ethical pressures of contemporary journalism practices are also addressed.

COMM 321 | ADVANCED VIDEO PRODUCTION
Units: 3 Repeatability: No
Prerequisites: COMM 221 (Can be taken Concurrently)
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: preproduction (concept, writing, scheduling, and planning); production (principle photography and audio recording), and post-production (editing and sound design). By the end of the course, students will produce a short video that is a culmination of production principles applied over the course of the semester.

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
Non-Core Attributes: Diversity-Pre F17 CORE
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 333 | PODCAST STORYTELLING
Units: 3 Repeatability: No
This course teaches professional skills in audio recording, sound mixing, and storytelling. Students will improve their audio broadcasting skills, including research, writing, interviewing, delivering, and editing podcast stories. Focus is also placed on changemaking, investigating complex social issues and community engagement through the medium of podcasting.

COMM 335 | MEDIA LAW AND POLICY
Units: 3 Repeatability: No
This course examines various legal and policy issues of communication and media technologies in the past, present, and future. Topics include free speech and free press, fake news and content moderation, copyright, data privacy and surveillance, competition and antitrust, representation and identity, and digital divide and algorithmic discrimination. Students will analyze the power dynamics of governments, corporations, and civil society manifested in rulemaking, lobbying, and social movements. The course will focus on exploring the intersection of media policy and social justice to critically understand how communication technologies are regulated and our rights are protected. Previous completion of COMM 130 is recommended, but not required.

COMM 336 | COMMUNICATION CRITICISM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
Prerequisites: COMM 101
This course introduces students to the art and discipline of communication criticism as the interpretive method of analysis within the field of communication, exploring popular and scholarly criticism of public messages by examining the functions of criticism and by paying particular attention to the relationships among critical interpretations of texts, critical evaluation of media performance, and audience assessment. Students will enhance their understanding of these relationships by applying communication criticism methods to a variety of texts in a series of written assignments. Fulfills the core curriculum requirement in advanced writing competency.

COMM 337 | WRITING FOR MAGAZINES
Units: 3 Repeatability: No
This course develops students' writing, editing, and design skills by focusing on the development of magazine content. Students will develop and write magazine features; edit, copy-edit, and layout magazine stories; create audience development and engagement plans including social media strategies; and demonstrate an understanding of the magazine media industry.

COMM 338 | MEDIA AND CONFLICT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 but not required that students complete COMM 130 before enrolling in this course. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

COMM 340 | HEALTH COMMUNICATION
Units: 3 Repeatability: No
This course explores communication issues relevant to health, disease, and illness. Topics covered include the role of language, provider-patient communication, social support, diversity, culture, and spirituality in health, information processing, health care teams, public health campaigns, and mass media.
The course explores how communication shapes and is shaped by personal, institutional, and cultural constructions of health and how such concepts are created, maintained, and transformed in communication. Course content includes critiques of Western perspectives on health, illness, disease, and wellness and their influence on communication by investigating issues of race, class, gender, and sexism that exist in health practice, policy, and institutional structures.
COMM 101 or COMM 300 are recommended, but not required.

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 Repeatability: No
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 356 | STRATEGIC COMMUNICATION
Units: 3 Repeatability: No
Students in this course will learn key concepts and strategies in advertising, public relations, and promotions. Students will refine their ability to identify and understand problems and develop and execute solutions in the marketing-communication environment. The course will cover aspects of strategic research, media planning and management, the principles of branding, advertising design and management, and public relations strategies. This is meant to be a survey course on different aspects of strategic integrated communication, in which students are exposed to different stages of strategic planning, execution, and evaluation. Students can expect to be better equipped to initiate, participate in, and improve strategic campaigns after completion of this course.

COMM 360 | PUBLIC RELATIONS AND COMMUNITY ADVOCACY
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
Prerequisites: COMM 130 (Can be taken Concurrently)
This is a critical PR class. The course offers a critical, historical, and practical perspective in the US and global PR industries. It examines the current and historical dependency of news media outlets on the PR world as sources of information. While the course has a critical view of corporate public relations, it also offers concrete skill-building opportunities for students interested in working to promote diversity, inclusion and social justice through critical public relations. The practical side of the class focuses on the use of communication and public relations strategies for advancing causes such as fair representation of minorities in media, economic justice, community development, workers' rights, environmental justice, and other pressing social issues. Students taking this class will spend one hour per week working for a local community organization helping to either design or enhance their communication and public outreach programs.

COMM 365 | COMMUNICATION RESEARCH METHODS
Units: 3 Repeatability: No
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 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 380 | INTERNATIONAL MEDIA
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: COMM 130
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. Fulfills foundations in global diversity (level 2) in the core curriculum requirements.

COMM 384 | MEDIA AND THE MARGINALIZED
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: COMM 130
This course will utilize theories, concepts, and empirical social scientific research to highlight how media depict social groups, why media messages depict social groups in particular ways, and the effects of those messages on audiences' perceptions of their own identities and their understanding of outgroup others. The course will focus on racial minorities, gender, gender identity, sexual identity, religious minorities, and disability within a U.S. media context. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

COMM 397 | ADVANCED INTEGRATION IN COMMUNICATION
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

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 421 | MULTIMEDIA JOURNALISM
Units: 3 Repeatability: No
Prerequisites: COMM 220 and COMM 221 (Can be taken Concurrently)
This course will provide students with foundational skills needed to report, write, produce, edit, and distribute news stories across multiple platforms for diverse audiences. Students will engage in digital storytelling by engaging with the fundamentals of reporting, news judgment, and interviewing. The role of social media newsgathering is also covered.

COMM 422 | FAMILY COMMUNICATION
Units: 3 Repeatability: No
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 historical and modern contexts. Students will apply theory to understand and analyze their own and others' familial communication experiences.

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 433 | AMERICAN INDEPENDENT CINEMA
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 434 | DOCUMENTARY FILM
Units: 3 Repeatability: No
This course is an examination of the form and content of documentary film. The course will focus on American documentaries but will include some exposure to international films as well. Students will develop a critical approach to documentary film viewing and expand their appreciation of nonfiction film.

COMM 437 | WRITING FOR SCREEN MEDIA
Units: 3 Repeatability: No
Prerequisites: COMM 220
This course introduces students to the skills and strategies associated with writing and production in various screen media production 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 design and write a variety of media texts, including commercial, documentary, and film scripts.

COMM 440 | END OF LIFE COMMUNICATION ISSUES
Units: 3 Repeatability: No
This course explores various end of life contexts and issues through the communication discipline. Students will study the ways in which personal and public communication about dying and death influence attitudes about, and practices, at the end of life. This includes communication within the family, in healthcare settings, in public discourse, and the media. The goal is not a morbid or voyeuristic one; a close examination of dying and death can influence how we live, how to make life meaningful, as well as how we die. Communication at and about the end of life also shapes, and is shaped by, law and policy that dictate living and dying well, ethics, and justice. This class will interrogate the concept of a good death and investigate how we communicate about dying well.

COMM 442 | CRITICAL WHITENESS AND COMMUNICATION PRACTICES
Units: 3 Repeatability: No
In this course students will think critically about whiteness by studying the communication practices that create and sustain power differentials in society. The course explores the social construction of whiteness in the foundations of the US, maintenance of citizenship, legal definitions of race, property ownership, neighborhoods, educational systems, technology, and media, emphasizing the way this history shapes our communication practices today. Students will emerge from the course with a thorough understanding of the ways white supremacy has shaped their social geography and will be equipped with tools for disrupting it.

COMM 445 | GENDER COMMUNICATION
Units: 3 Repeatability: No
This course examines gender from a communication perspective, focusing on the construction of gender and gender-relevant issues. Communication styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are also investigated. It is recommended but not required that students complete COMM 101 before enrolling in this course.

COMM 455 | INTERVIEWING AND NEGOTIATING
Units: 3 Repeatability: No
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 456 | DIGITAL CAMPAIGNS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Students in Digital Campaigns will learn how to formulate a data-driven, digital strategy plan. Digital strategy requires students to collect, analyze and report on digital media analytics, and present them as a means of guiding decision making. This course is designed to be practice-oriented, while also engaging critically with the technical, legal, moral, and practical challenges that shape strategic interactions on the web and social media.

COMM 460 | PERSUASION AND INFLUENCE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area
This course is an examination of various forms of persuasion. Through understanding rhetorical, behavioral, and cognitive theories of persuasion students will learn to both create and ethically critique persuasive messages. Fulfills core curriculum requirement in social and behavioral inquiry.

COMM 462 | POLITICAL COMMUNICATION
Units: 3 Repeatability: No
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 fanship, and contemporary issues in sports media, the overage and business of sports communication, sports media audiences and fanship, and contemporary issues in sports communication.

COMM 475 | INTERCULTURAL COMMUNICATION
Units: 3 Repeatability: No
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 but not required 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 but not required that students complete COMM 130 and COMM 380 before enrolling in this course.

COMM 481 | INTERNATIONAL TOPICS IN HUMAN COMMUNICATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Global Diversity level 2
This upper-division elective provides students an opportunity for an in-depth analysis and examination of human communication in a particular region of the world. Topics will vary according to the instructor and interest. Fulfills the foundations in global diversity (level 2) core curriculum requirement.

COMM 482 | CHILDREN AND MEDIA
Units: 3 Repeatability: No
This course is an overview of the relevant research on the role of electronic media in the lives of children. Topics include media violence, sex role stereotypes, advertising and materialism, media and the family, and new technology in the lives of children. Students will also explore the positive influence of media, including media use for pro-social and educational purposes. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

COMM 483 | TEENS AND POPULAR CULTURE
Units: 3 Repeatability: No
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 but not required that students complete COMM 130 and COMM 330 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 492 | COMMUNICATION INTEGRATION EXPERIENCE
Units: 1 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: COMM 300 or COMM 336
This course is designed as an advanced integration experience for communication majors. Students will compile a portfolio of coursework and craft a coherent, persuasive essay synthesizing and applying and transferring the knowledge and skills they have acquired in the Department of Communication and at USD more broadly. Students will be required to orally defend the essay. By working on an integration experience project that draws on prior course work and that culminates in an integrative essay and oral defense, students engage in higher order thinking, by utilizing their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas. The course both challenges students to critically reflect on the communication discipline and prepares students for a career in communication. Fulfills core curriculum requirement in advanced integration.

COMM 493 | USD MEDIA PRACTICUM
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in communication will be examined. The course may be repeated as topics vary.

COMM 495 | SENIOR PROJECT
Units: 1-3 Repeatability: No
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 research experience is to provide communication majors with an opportunity to assist a faculty member conducting original academic research. Students will meet with a faculty member 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 literature searches, study design, project management, participant solicitation, data collection, fieldwork, data entry, data analysis, critical analysis, and writing 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 INTERNSHIP
Units: 2-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: COMM 300 (Can be taken Concurrently)
An experiential education course in which students apply their communication education as interns in a communication-related organization or industry setting. Students complete professional portfolios connecting communication theory to their vocational experience. The course is only open to communication 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 internship director for details about qualification and to enroll.

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 (COMP)

COMP 100 | INTRODUCTORY COMPUTER PROGRAMMING
Units: 3 Repeatability: No
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 110.

COMP 110 | COMPUTATIONAL PROBLEM SOLVING
Units: 3.5 Repeatability: No
Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 (Can be taken Concurrently) or MATH 133 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently) or MATH 151 (Can be taken Concurrently)
An introduction to computational problem solving using the Python programming language. Students will learn the basic elements of programming (e.g. conditionals, loops, inputs/outputs), modular program design, and the basics of data abstraction through object-oriented programming.

COMP 120 | PROGRAMMING ABSTRACTIONS AND METHODOLOGIES
Units: 3.5 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C-
A continued exploration of computational problem solving, with a focus on using abstraction to manage program complexity. Students will learn to use both functional and data abstractions, analyze the time and space complexity of algorithms, and utilize functional, object-oriented, and event-driven paradigms within their programs.

COMP 160 | PROGRAMMING LANGUAGES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: COMP 110 with a minimum grade of C-
Introduction to a particular high-level programming language such as C, C++, Java, Ruby, MATLAB, and Maple. Programming assignments appropriate to the language studied. This course does not satisfy any of the requirements for the major in computer science.

COMP 230 | ADVANCED COMPUTATIONAL PROBLEM MODELING
Units: 3.5 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Advanced data structures (e.g. graphs, priority queues, quad trees, etc.) from the perspective of solving advanced computational problems. Students will learn to program in the Java programming language using object-oriented features such as inheritance, interfaces and generics.

COMP 280 | INTRODUCTION TO COMPUTER SYSTEMS
Units: 3.5 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C-
Introduction to computer systems; data representation; machine/assembly languages; memory organization; virtual memory; and concurrency.

COMP 294 | SPECIAL TOPICS IN COMPUTER SCIENCE
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

COMP 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

COMP 300 | PRINCIPLES OF DIGITAL HARDWARE
Units: 3.5 Repeatability: No
Prerequisites: (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 280 with a minimum grade of C-
Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week.

COMP 305 | OBJECT-ORIENTED DESIGN AND PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C-
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.

COMP 310 | OPERATING SYSTEMS
Units: 3.5 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming.

COMP 331 | USER-CENTERED DESIGN AND PROTOTYPING
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: COMP 110 with a minimum grade of C-
To develop effective software products, Human-Computer Interaction (HCI) methods are needed to align user needs with the product design. Some considerations in this design are how to maximize usefulness and enjoyment while reducing frustration and human error. HCI methods draw from a range of disciplines including computer science, cognitive science, and design. In this course, we will engage in a user-centered approach to this design problem including ideation, evaluation of systems based on design principles, gathering and evaluation of user needs, and rapid prototyping and testing of designs.

COMP 332 | HUMAN-CENTERED SYSTEMS
Units: 3 Repeatability: No
Prerequisites: COMP 120 with a minimum grade of C-
Computing systems are everywhere in our daily lives as tools to complete tasks and guiding our decisions through providing information. In this course, we will discuss the interaction techniques through which we use these systems. As part of this conversation we will discuss different forms of human-centered systems such as personal computing, VR/AR, robotics, ubiquitous computing, and social computing and principles of human factors that guide the design of these systems.

COMP 333 | HUMAN-CENTERED DATA SCIENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C- and (MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
Data is constantly being collected through our everyday computing devices and one question is what do we do with it. With human-centered systems, data can be used to both provide users with a better experience, test the current experience, and provide information to the user. In this class, we will address how to measure the effectiveness of a user system - including the collection of data and testing, the use of machine learning to support human behaviors, and how to visualize data for humans to interpret along with the ethics of this data collection and use.

COMP 340 | NUMERICAL ANALYSIS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
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.

COMP 341 | NUMERICAL ANALYSIS II
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and COMP 340 with a minimum grade of C-
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 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C-
Introduction to database concepts; data models; query facilities; and file organization and security.

COMP 350 | COMPUTER GRAPHICS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and MATH 320 with a minimum grade of C-
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.

COMP 351 | INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C- (Can be taken Concurrently)
Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored including computer vision, pattern recognition, image processing, biomedical systems, internet of things, and robotics.

COMP 352 | DATA SCIENCE FOUNDATIONS AND PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: COMP 110
This course is an introduction to fundamental concepts of data science, data science programming, and problem-solving techniques for data-driven problems. Python and R are the languages used to analyze and deliver insights from real-world datasets in this course. Topics include the basics of R, the application of Python to data science, data acquisition, integration and transformation, problem understanding, data preparation, standardization, and exploratory data analysis. In addition, command-line tools and editors are explored in UNIX, and methods to access and analyze RDBMS databases are examined. The course ends with introducing students to the basics of machine learning models.

COMP 355 | DIGITAL MODELING AND SIMULATION
Units: 3
Prerequisites: MATH 151 with a minimum grade of C- and COMP 305 with a minimum grade of C-
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 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages.

COMP 365 | PRINCIPLES OF INFORMATION SECURITY
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Introduction to fundamental concepts in cyber security: policies, threats, vulnerabilities, risk and controls; Identification and authentication; Access control; Cryptographic mechanisms: Ciphers, hashes, message authentication codes, and digital certificates; Malware, infection vectors, and mitigations; Attacks on various application domains, such as web applications; Tools and techniques for developing secure software.

COMP 370 | AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Finite state machines; formal grammars; computability and Turing machines.

COMP 375 | NETWORKING
Units: 3.5 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
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 280 with a grade of C- or better.

COMP 380 | NEURAL NETWORKS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and MATH 320 with a minimum grade of C-
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.

COMP 382 | INTRODUCTION TO DATA MINING
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and ISYE 330 with a minimum grade of C-
The course provides a comprehensive introduction to data mining with a primary focus on fundamental concepts, algorithms and applications of association analysis, classification and clustering modeling. It will also cover ethical issues related to data mining.

COMP 421 | EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
Development of "bare metal" embedded software, running on a microcontroller with no operating system support. Real-time requirements for finishing tasks within a fixed interval of time and for responding to asynchronous events are emphasized, along with techniques for writing reliable code for a memory-constrained microcontroller. All code is written in C using freely available development tools.

COMP 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-
Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

COMP 480 | ALGORITHMS
Units: 3 Repeatability: No
Prerequisites: COMP 230 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity.

COMP 491 | SENIOR PROJECT I
Units: 3 Repeatability: No
Prerequisites: COMP 305
Students will develop professional skills in realistic software design and engineering, including human/computer interface design techniques, software architecture, teamwork, and project management, incorporating technical and non-technical considerations. Work will prepare students for implementing, testing and documenting the project in COMP 492, Senior Project II.

COMP 492 | SENIOR PROJECT II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: COMP 491
This course is the second semester of the required two semester senior capstone experience for the computer science majors. In this course, students working in teams integrate their training in computer science and other disciplines, to implement, test, and document a significant piece of software based on a design developed in the first semester of the capstone experience, COMP 491. Students document their work, and demonstrate it in multiple public venues.

COMP 494 | SPECIAL TOPICS IN COMPUTER SCIENCE
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

COMP 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in computer science. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

COMP 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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)
Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

Decision Science (DSCI)

DSCI 294 | SPECIAL TOPICS IN DECISION SCIENCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

DSCI 300 | FOUNDATIONS OF BUSINESS ANALYTICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: (ITMG 100 or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently))
Business analytics skills are essential in the business world and this course provides a fundamental competence and understanding of descriptive, predictive and prescriptive analytics tools. The objective of the course is to develop students' ability in applying analytical and quantitative tools in business decision making. To achieve this objective, the course will introduce the general classes of analytical models, their applications in business contexts as well as problem formulation and solution techniques. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.). (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

DSCI 303 | OPERATIONS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 or BUSN 101 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Students employ a managerial perspective to develop a strategic view of operations and supply chain management in a wide range of contemporary contexts (with a primary focus on process management within and across organizations). Students develop critical skills and master material relating to the fundamental role played by operations in the competitive performance of an organization. Among the critical skills and areas of mastery students develop are process analysis, process design, process improvement, supply chain management, capacity planning & control, inventory management, quality planning, quality control, strategic improvement techniques and risk management. The course incorporates concerns for corporate social responsibility. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

DSCI 494 | SPECIAL TOPICS IN DECISION SCIENCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
An in-depth analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

DSCI 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of decision science and operations under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

DSCI 499 | INDEPENDENT STUDY
Units: 1-3
Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
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.

Economics (ECON)

ECON 101 | PRINCIPLES OF MICROECONOMICS
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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, market equilibrium, market failures, the workings of input markets, international trade and the role of the government in the economy.

ECON 102 | PRINCIPLES OF MACROECONOMICS
Units: 3
Core Attributes: Social/Behavioral Inquiry area
Prerequisites: ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- (Can be taken Concurrently) or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- (Can be taken Concurrently) or MATH 151 with a minimum grade of C- (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: 2-3
Prerequisites: ECON 102 with a minimum grade of C-
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 | STATS FOR BUSINESS & ECON
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-
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 217 | APPLIED REGRESSION ANALYSIS
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
A course in applied regression analysis with applications to Business and Economics. Emphasis on simple and multiple regression modeling and interpretation of results. Topics include a review of hypothesis testing for means and proportions; correlation; simple and multiple regression analysis including linear and non-linear models, residual analysis, the use of categorical variables, time series analysis, and forecasting. Extensive computer analysis of data, especially using Microsoft Excel.

ECON 294 | SPECIAL TOPICS IN ECONOMICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ECON 302 | PUBLIC FINANCE
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 304 | URBAN ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C-
The application of economic analysis to environmental issues and the management of natural resources. Topics include the theory underlying the economic impact of pollution and the policies used to deal with it, the methodologies utilized to conduct environmental economic analysis, renewable and non-renewable resource management, sustainability issues, and economic perspectives on climate change. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ECON 309 | LGBTQ IN BUSINESS AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and ECON 102 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 133 with a minimum grade of C-)
This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

ECON 310 | MONEY AND BANKING
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 322 | LABOR ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 327 | LAW AND ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The microeconomic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Topics include the economic analysis of property rights, ownership solutions to environmental problems, the economics of various contract designs, and the efficiency of tort liability rules.

ECON 333 | INTERNATIONAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An analysis of the determinants of economic development and growth in developing 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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 population, income distribution, industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt.

ECON 339 | LATIN AMERICA BUSINESS ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to prepare participants to work effectively in or with Latin American organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

ECON 340 | BEHAVIORAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Behavioral Economics is the study of the decision-making process of individuals and institutions to provide insight into the actions of individuals and business firms. This course combines quantitative methodology and analytic tools with insights from decision theory. There will be a special focus on how businesses can gain insights about individuals' decisions, motivation, and judgements from experiments, surveys, and data analytics. Analytics tools explored will include, but are not limited to, experiment design, survey design, A/B testing. The course will aim to inform future managers, analysts, consultants, and advisors of the psychological processes and biases underlying economic decision-making, with an emphasis on how to incorporate such insights into business strategies.

ECON 353 | SPORTS ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 Repeatability: No
Prerequisites: (ECON 102 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
A hands-on experience in econometric analysis designed to help students to acquire the skills necessary to carry out their own empirical research in economics. Various aspects of empirical research in economics will be covered, including development of testable economic models, appropriate use of data, and specification and estimation of econometric models. Topics covered include: Ordinary Least Squares (OLS) applied to simple and multiple regression models, hypothesis testing, proper specification of models, multicollinearity, heteroskedasticity, serial correlation, cross sectional and time series models, binary-choice models, simultaneous equation models, panel data analysis, and forecasting. This course focuses on the development of practical skills associated with constructing regression equations that describe data sets appropriately, and providing economic interpretations to the results. The course includes hands-on laboratory assignments using Stata software.

ECON 375 | GAME THEORY
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 376 | GIS APPLICATIONS IN BUSINESS
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. Prerequisites: (BUSN 101 or ITMG 100) and (MATH 130 or MATH 133 or MATH 150 or MATH 151). Prerequisites require a C- or better.

ECON 381 | PREDICTIVE ANALYTICS & BIG DATA
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of “what will (or could) happen?” This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

ECON 390 | BUSINESS ANALYTICS STRATEGY
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C- or ISYE 330 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (ISYE 330 with a minimum grade of C- or (BUAN 314 with a minimum grade of C- or BUAN 370 with a minimum grade of C-) or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))
Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ “big data for social good”, social media).

ECON 414 | INVESTMENT ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An overview of the economic foundations of modern finance, including individual preferences and decision-making in the face of uncertainty, how investors apply this decision-making framework to choose a portfolio of assets (Markowitz Portfolio Theory), the equilibrium pricing implications of these decisions (CAPM, Arbitrage Pricing Theory, Derivatives), and the role of asset prices and financial markets in the wider macroeconomy.

ECON 424 | INDUSTRIAL ORGANIZATION
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Combing microeconomic theory, game theory, and empirical results to explore the relationships among firms within and across industries and to examine the nature of strategic interaction among firms. The focus is on the structure and performance of markets that are imperfectly competitive, including entry deterrence strategies and barriers to entry, vertical control, market segmentation and price discrimination, mergers and acquisition, price and non-competition, and market equilibria with incomplete information.

ECON 471 | BUSINESS CYCLES AND FORECASTING
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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 473 | MANAGERIAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis and estimation using multiple regression analysis, sales forecasting, production analysis, cost estimation, pricing decisions, game theory, market structure and capital budgeting. (Note: offered only during the spring semester).

ECON 480 | MATHEMATICAL ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ECON 102 with a minimum grade of C- and MATH 150 with a minimum grade of C-
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 494 | SPECIAL TOPICS IN ECONOMICS
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ECON 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of economics under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

ECON 497 | SENIOR SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and ECON 370 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This "capstone" course is designed to enhance research, critical thinking, and analytical skills for students majoring in economics and business economics. Students will use quantitative tools and the theoretical foundations learned in prior economic courses to analyze current economic problems and social issues. Requires integrating a variety of tools and techniques from economics, quantitative reasoning, critical thinking and information literacy, and social and behavioral inquiry to empirically test and provide implications about self-selected research questions. Students will sharpen their oral presentation, writing and technical analytical skills as they work on individual research and discussion topics, culminating in a final Economics research paper and presentation. (Prerequisite note: Last semester senior standing).

ECON 498 | INTERNSHIP
Units: 1-3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)
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 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

Education (EDUC)

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 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

Formal admission to the credential program. 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. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382. Additional Prerequisite: Formal admission to the credential program.

EDUC 353 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION

Units: 3

The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 354 | CHARACTER BASED CLASSROOM MANAGEMENT
Units: 3
This course will enhance candidates' knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary policies and practices based on the school's core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity.".

EDUC 356 | INSTRUCTIONAL STRATIGIES IN CHARACTER EDUCATION
Units: 3
This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

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)
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE
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 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 451P | EXTENDED PRACTICUM
Units: 2
Prerequisites: EDUC 467S
During Extend Practicum, credential candidates will spend a minimum of two periods observing in a secondary classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

EDUC 467S | EXTENDED PRACTICUM SEMINAR
Units: 3
Prerequisites: EDUC 451P (Can be taken Concurrently)
Credential Candidates share, discuss and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

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 https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt_credential 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 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.

Education Recreation (EDRC)

EDRC 100 | SCUBA DIVING
Units: 0.5-1

EDRC 101 | SWIMMIMG 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/CONTEMORARY 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 159 | INFORMAL RECREATION
Units: 0.5 Repeatability: Yes (Can be repeated for Credit)
Relax and have fun in this informal yet instructional "team lawn games" class that includes games such as com hole, bocce ball, spike ball and more.

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 ACTIVITES - VARIOUS
Units: 0.5

EDRC 198 | CLUB ACTIVITES II
Units: 0.5-1

Electrical Engineering (ELEC)

ELEC 102 | INTRODUCTION TO ELECTRO-TECHNOLOGY PRACTICE
Units: 3
Non-Core Attributes: Physical Science-Pre F17 CORE
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 Repeatability: No
Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271
Corequisites: ELEC 201L
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 201L | ELECTRICAL CIRCUITS LAB
Units: 0 Repeatability: No
Prerequisites: ELEC 201 (Can be taken Concurrently)
Laboratory for ELEC 201.

ELEC 294 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to electrical/electronics/computer engineering. May be repeated for credit with a different topic.

ELEC 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

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 Repeatability: No
Prerequisites: (COMP 110 or 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 310L | INTRODUCTION TO MICROCOMPUTERS
Units: 1
Non-Core Attributes: Lab

ELEC 311 | SEMICONDUCTOR ELECTRONIC DEVICES
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and MATH 151 and PHYS 271
Semiconductor fundamentals and basic application including crystal structure and energy bands, charge carriers and their movements in crystal (thermal motion, drift, and diffusion) physics of semiconductors under non-equilibrium (generation and recombination, quasi-Fermi levels, and light-generated carriers), P-N junctions, field effect transistors, bipolar junction transistors. Three hours weekly. Fall 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 Repeatability: No
Prerequisites: (ENGR 121 or COMP 110 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 Repeatability: No
Prerequisites: (COMP 110 or ENGR 121 or COMP 150) 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 351 | INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Units: 3 Repeatability: No
Prerequisites: COMP 110 with a minimum grade of C-
Recent advances in big data, computational power, smart homes, and autonomous vehicles have rendered artificial intelligence (AI) as a major technological revolution in engineering and computer science. The goal of this course is to introduce students to the fundamental principles, techniques, challenges, and applications of AI, machine learning, and natural language processing. Topics covered include heuristic search and optimization techniques, genetic algorithms, machine learning, neural networks, and natural language understanding. Several applications of AI will be explored including computer vision, pattern recognition, image processing, biomedical systems, internet of things, and robotics.

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 422 | MECHATRONICS SYSTEMS ENGINEERING
Units: 3 Repeatability: No
Prerequisites: MATH 310 and (ENGR 121 or COMP 110) and ENGR 102 and ELEC 201 and ELEC 310
This course is an introduction to mechatronics as a discipline and covers fundamentals of mechatronic systems. The emphasis will be on the interplay of the constituent disciplines (mechanics-electronics-software-control) in design of modern products and systems. The content will include: ways of integration of mechanics- electronics-software, fundamentals of modeling of engineering processes, systems identification, sensors, actuators, power processing in mechatronic systems, control of closed-loop mechatronic systems, and its implementation.

ELEC 430 | APPLIED ELECTROMAGNETICS
Units: 4 Repeatability: No
Prerequisites: MATH 311 and PHYS 271 and ELEC 350
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. 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 472L | WIRELESS AND DIIGITAL COMMUNICATIONS LAB
Units: 1
Prerequisites: ELEC 470 and ELEC 472 (Can be taken Concurrently)

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 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ELEC 302 and ELEC 310 and ELEC 350
Proposal and concept design phase of a capstone project culminating in a documented and approved project to be implemented in Electrical Engineering Design and Practice II (ELEC 492). Working as a multidisciplinary team, an iterative design process is applied to a major design experience based on the knowledge and skills acquired in earlier course work. Stages of design include problem identification, formulation of requirements, research and analysis, evaluation of alternatives, use of modern design methods and engineering techniques that incorporate realistic constraints, project planning, testing and proof-of-concept. Societal, ethical, and professional practice considerations are integrated into the design process. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester.

ELEC 492 | ELECTRICAL ENGINEERING DESIGN AND PRACTICE II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ELEC 491W
Principles of engineering design culminating in a project that applies and integrates topics in electrical and electronic circuits, signals, and systems; technical and non-technical considerations; research, planning, analysis, detail design, prototyping, implementation, testing, evaluation, and documentation of an engineering design project; design reviews including written reports and oral presentations to multiple audiences. Two hours of lecture and four hours of laboratory weekly. 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 electrical/electronics/ computer engineering. May be repeated for credit with a different topic.

ELEC 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in electrical 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. May be repeated for credit.

ELEC 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

Engineering (ENGR)

ENGR 101 | INTRODUCTION TO ENGINEERING
Units: 3-4 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: MATH 150 (Can be taken Concurrently)
Introduction to the field of engineering. Students work in small teams to solve open-ended interdisciplinary design problems, including concept generation, analysis, computer aided design (CAD) modeling, construction, testing, development, and documentation. The project work is enhanced with lectures, activities, and reading on design, manufacturing, and engineering tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-laboratory weekly.

ENGR 102 | INTRODUCTION TO ELECTROMECHANICAL SYSTEM DESIGN
Units: 3 Repeatability: No
Prerequisites: ENGR 101 and MATH 151 (Can be taken Concurrently) and (ENGR 121 or COMP 110 or COMP 150) and PHYS 270 (Can be taken Concurrently)
Introduction to the use of sensors, actuators, controllers, and computer interfaces for the use with electro-mechanical systems. Application of the engineering design process culminating in a team-based design project.

ENGR 103 | USER-CENTERED DESIGN
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Prerequisites: ENGR 101 and MATH 151 (Can be taken Concurrently)
Introduction to strategies for developing designs that emphasize how users will interact with the final product. Iterative design methods to elicit user requirements, generate alternative designs, develop low-fidelity prototypes, and evaluate designs from the user's perspective. Individual and collaborative strategies for design thinking, concept development, and functional evaluation.

ENGR 110 | THE DESIGN OF COFFEE
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
This course serves as an introduction to how engineers approach and solve problems, demonstrated by the process of roasting and brewing coffee. Students will be introduced to basic principles of engineering analysis and design, and guided through a series of laboratory experiments testing the effect of design choices on the sensory quality of coffee. Both qualitative and quantitative concepts will be included in the course, along with discussion on the implications of coffee production and harvesting on land use, agriculture industry, labor force, economies, and societies. This course fulfills a Scientific and Technological Inquiry core curriculum requirement for non-majors. Concurrent registration in MATH 115 or higher recommended.

ENGR 121 | ENGINEERING PROGRAMMING
Units: 3 Repeatability: No
Prerequisites: MATH 150 (Can be taken Concurrently)
Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly.

ENGR 241 | ACOUSTICS OF MUSICAL INSTRUMENTS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
An exploration of the acoustical properties of musical instruments that combines the concepts of musical acoustics with the design and construction of musical instruments. Analysis of musical tones using instrumentation. Analysis of vibrating structures using SolidWorks. The course will culminate in student innovative design projects. Not intended for engineering majors.

ENGR 294 | SPECIAL TOPICS IN ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in various areas of engineering theory and practice. May be repeated for credit with a different topic.

ENGR 296 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in engineering. Problem selected after consultation with faculty. Written report required. Prior approval by department chair or dean is required.

ENGR 298 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3
Directed lower division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit.

ENGR 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

ENGR 311 | ENGINEERING MATERIALS SCIENCE
Units: 3 Repeatability: No
Prerequisites: (CHEM 151 and CHEM 151L) and MATH 151 and PHYS 271
Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

ENGR 315 | COFFEE: ENGINEERING, THE GLOBAL INDUSTRY AND SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Non-Core Attributes: Lab
Prerequisites: ISYE 330
This course introduces students to the engineering, science and economic aspects of the coffee growing, harvesting, production, distribution, roasting, grinding and brewing processes. Students will apply fundamental principles of engineering analysis and design, and be guided through a series of laboratory experiments testing the effect of design choices on the sensory quality and measured properties of brewed coffee. This course examines both historical and contemporary systems of the coffee industry and the constructs that have dominated its social, economic and political aspects. Students will also critically examine and recognize how different cultures and social statuses may lead to disparities in coffee experiences, and explore the social, economic and environmental impacts of the coffee industry around the world. Students may not receive credit for both ENGR 110 and ENGR 315.

ENGR 351 | COMMUNITY-BASED PARTICIPATORY ENGINEERING APPRENTICESHIP
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: ENGR 103
Interdisciplinary apprenticeship course to support engineers' ability to work with community groups around socio-technical problems. Explorations of the historical and contemporary contexts and impacts of designs, systems, processes and products surrounding and involving engineering and engineers will be applied to a community context. Collaborations with communities to share knowledge and understanding and to co-create project briefs related to engineering in support of social justice.

ENGR 465 | FORENSIC ENGINEERING
Units: 3 Repeatability: No
This course deals with the interaction between the engineering and legal communities. Through case studies, students will learn about the legalities associated with being an engineer. The analysis stage of the engineering design process will be dissected and viewed as it is interpreted by the courts. Standard of care and legal standards for review of engineering design will be discussed. Duties of the engineer, the manufacturer, and the end user will be compared and contrasted. Students will perform forensic analyses of product failure cases. Legal concepts will be conveyed via case studies and Law Review articles.

ENGR 494 | SPECIAL TOPICS IN ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics course in areas of special interest to engineering. May be repeated for credit with a different topic.

ENGR 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 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 engineering. Prior approval by department chair or dean is required. May be repeated for credit.

ENGR 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 or MATH 150)
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. May be repeated for credit.

English (ENGL)

ENGL 110 | INTRODUCTION TO COLLEGE WRITING FOR ESL STUDENTS
Units: 3 Repeatability: No
A writing workshop designed for non-native speakers of English to prepare them to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including English grammar, sentence structure, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works and film documentaries. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 115 | INTRODUCTION TO COLLEGE WRITING
Units: 3 Repeatability: No
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 from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 215 | CHILDREN'S LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
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 220 | STUDIES IN GENRE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
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 222 | POETRY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. Every semester.

ENGL 225 | STUDIES IN UNITED STATES LITERATURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Diversity-Pre F17 CORE
Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

ENGL 226 | STUDIES IN LITERARY TRADITIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
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 228 | STUDIES IN WORLD LITERATURE
Units: 3-4 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
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 230 | STUDIES IN UNITED STATES LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

ENGL 236 | STUDIES IN WORLD LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
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 240 | SHAKESPEARE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

ENGL 244 | THE ALCALÁ REVIEW
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
The Alcalá Review is USD's premier publication venue for undergraduate creative work in poetry, fiction, nonfiction, photography, art, and beyond. This course introduces students to the history of literary and art journals. And through a practical engagement with the arts at USD and with journal publishing, it prepares them, if they choose, to become contributors to The Alcalá Review.

ENGL 250 | LITERARY FOUNDATIONS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Focuses on texts that have provided a foundation for literature written in English and have a current presence in literary studies. Topics might include the Bible, British Literature to 1800, Ovid, Dante, etc.

ENGL 260 | CRITICAL READING
Units: 3 Repeatability: No
Focuses on developing skills essential to the major or minor, including close reading, contextualized study via basic criticism and theory, literary devices and genres (at least 2), and fundamentals of literary research. Enrollment restricted to English majors and minors only.

ENGL 292 | SOUTHEAST SAN DIEGO TUTORING PROGRAM
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

ENGL 294 | SPECIAL TOPICS
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Lower division courses that treat a special topic, genre, or author. See departmental list of offerings each semester.

ENGL 298 | INTERNSHIP
Units: 1-3
Non-Core Attributes: Experiential
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 301 | INTRODUCTION TO CREATIVE WRITING
Units: 3 Repeatability: No
A workshop on imaginative writing, with examples drawn from literature.

ENGL 304 | ADVANCED COMPOSITION
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
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. Students may not receive credit for both ENGL 304 and ENGL 304W.

ENGL 311 | GENRES AND TRADITIONS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Focuses on a literary genre or tradition within a historical or developmental context. Emphasis on literature across time and foundational texts in conversation with contemporary works; attention given to diversity.

ENGL 315 | LITERARY PERIODS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Focuses on literary periods and movements. Emphasis on: literature across time; literature in historical contexts; foundational texts in conversation with past or contemporary works. Attention given to diversity.

ENGL 319 | TOPICS IN LITERARY HISTORIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Treats a special topic or theme within literary history.

ENGL 321 | LITERATURE OF RACE, GENDER AND SEXUALITY
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Focuses on ways of reading literature, cultural formation and theory with a focus on race, gender and/or sexuality. Will include close reading, contextualized study via basic criticism and theory, and literary devices. Will include at least two genres.

ENGL 323 | PERSPECTIVES ON US SOCIETY
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Domestic Diversity level 2
Focuses on ways of understanding society in the United States, as formed by cultural and literary texts. Attention to the dynamics of race, ethnicity, gender, sexuality, disability, and other critical forms of diversity.

ENGL 325 | 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.

ENGL 329 | TOPICS IN LITERARY CULTURES AND THEORIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A special topic that focuses on ways of reading literature, cultural formations, and literary theories. Includes close reading, contextualized study via basic criticism and theory, literary devices. Includes at least two genres.

ENGL 330 | DANTE
Units: 3 Repeatability: No
Dante's Divine Comedy, Vita Nuova, and selected other works in their literary and historical contexts. Texts will be read in English translation.

ENGL 331 | 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 333 | CHAUCER
Units: 3 Repeatability: No
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 335 | RENAISSANCE DRAMA
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

ENGL 336 | EARLY NOVEL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

ENGL 337 | RENAISSANCE STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

ENGL 338 | MILTON
Units: 3 Repeatability: No
Studies in the poetry and prose of John Milton, with emphasis on Paradise Lost.

ENGL 340 | RESTORATION STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Studies in British literature written between 1640 and 1700. A multi-genre course that may include male and female writers such as Phillips, Milton, Behn, Congreve, Wycherley, Dryden, Pepys, Astell and others. Readings are grounded in the social, intellectual, political, and cultural history of the period.

ENGL 341 | EIGHTEENTH CENTURY STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Studies in British and American literature written between 1680 and 1820. A multi-genre course that may include may and female writers such as Pope, Swift, Haywood, Montagu, Franklin, Johnson, Burney, Jefferson, Burney, Wheatley, Cowper, Burke, Radcliffe. Readings are grounded in the social, intellectual, political and cultural history of the period.

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.

ENGL 343 | EARLY NOVEL
Units: 3 Repeatability: Yes (Repeatable if topic differs)
A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

ENGL 344 | VICTORIAN STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

ENGL 348 | NINETEENTH CENTURY NOVEL
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.

ENGL 352 | UNITED STATES LITERATURE TO 1900
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
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.

ENGL 356 | UNITED STATES FICTION 1900-1940
Units: 3 Repeatability: Yes (Can be repeated for Credit)
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, Ginsberg, Stevens, or others.

ENGL 358 | UNITED STATES ETHNIC LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Studies in African-American, Asian-American/Pacific Islander, Chicano/Latino, and Native-American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

ENGL 359 | MODERN 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.

ENGL 360 | MODERN AND CONTEMPORARY POETRY
Units: 3 Repeatability: No
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 AND CONTEMPORARY DRAMA
Units: 3 Repeatability: No
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 363 | GLOBAL STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1
Studies in literatures from across the globe, with a focus on political and social contexts.

ENGL 364 | GLOBAL LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Engaging with issues of diversity and social justice in a global context, this course examines literature and other cultural forms and media from various geographic regions, including Africa, South Asia, the Asia-Pacific, Latin America, and the Caribbean.

ENGL 366 | MODERN AND CONTEMPORARY EUROPEAN LITERATURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Readings may include works in translation by Chekhov, Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, Perec, Jelinek, Drndic or others.

ENGL 367 | LONDON PLAYS IN PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Literary Inquiry area
ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

ENGL 368 | MODERN AND CONTEMPORARY 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.

ENGL 370 | MODERN AND CONTEMPORARY FICTION
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Studies in selected works of recent fiction from around the world.

ENGL 372 | FILM STUDIES
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
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.

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.

ENGL 375 | INTRODUCTION TO CREATIVE WRITING
Units: 3
A workshop on imaginative writing, with examples drawn from literature.

ENGL 377 | DEVELOPMENT OF THE ENGLISH LANGUAGE
Units: 3 Repeatability: No
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 381 | INTERMEDIATE POETRY WRITING
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: ENGL 301
Workshop in poetry writing with examples drawn from literature.

ENGL 382 | INTERMEDIATE FICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 301
Workshop in fiction writing, especially the short story, with examples drawn from literature.

ENGL 383 | INTERMEDIATE CREATIVE NONFICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 301
Workshop in creative nonfiction writing, with examples drawn from literature.

ENGL 385 | TOPICS IN CREATIVE WRITING
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: ENGL 301
Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting).

ENGL 401 | ADVANCED POETRY WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 381
Investigates and hones the craft of poetry.

ENGL 402 | ADVANCED FICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 382
Workshop to discuss recently published short fiction and students' stories.

ENGL 403 | ADVANCED CREATIVE NONFICTION WRITING
Units: 3 Repeatability: No
Prerequisites: ENGL 383
Workshop to discuss published creative nonfiction writing and students' own work.

ENGL 410 | ADVANCED WRITING IN THE ENGLISH MAJOR
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency
Prerequisites: ENGL 260
Fulfills the Core requirement for Advanced Writing, with attention to the literary and scholarly skills needed in the English Major. Students practice all phases of writing, including research, invention, drafting, revision and editing. Topics vary. Required for English Majors.

ENGL 420 | ADVANCED STUDIES IN SHAKESPEARE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Advanced writing competency
Prerequisites: ENGL 240 or ENGL 335 or ENGL 337
Advanced writing-intensive seminar focusing on an aspect of Shakespeare's work: particular plays, poems, genres, themes, theatrical culture, etc. Topic varies. Satisfies CADW.

ENGL 492 | SOUTHEAST SAN DIEGO TUTORING PROGRAM
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

ENGL 493 | WRITING CENTER TUTORS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

ENGL 494 | SPECIAL TOPICS
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

ENGL 495 | SENIOR PROJECT
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ENGL 260
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 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students participate in ongoing research projects and publications, under the guidance of English faculty. Current projects include: The Tudor Plays Project and The Alcalá Review. See faculty for more information.

ENGL 497 | SENIOR PROJECT WITH ADVANCED INTEGRATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
A capstone course designed to help seniors produce an original research project. Addresses interdisciplinary 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)
Non-Core Attributes: Experiential
Internship opportunities in the workplace or community involving writing or reading may taken for credit, with the oversight of English faculty. For more information, and for assistance finding an internship, see the English Department website.

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.

Entrepreneurship (ENTR)

ENTR 101 | CREATING AND GROWING SUSTAINABLE VENTURES
Units: 3 Repeatability: No
This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

ENTR 294 | SPECIAL TOPICS IN ENTREPRENEURSHIP
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in entrepreneurship. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ENTR 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

ENTR 302 | FAMILY BUSINESS
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This is equivalent to MGMT 302.).

ENTR 304 | ENTREPRENEURSHIP AND NEW VENTURES
Units: 3 Repeatability: No
An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to MGMT 304.).

ENTR 308 | SMALL BUSINESS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: FINA 300 and MGMT 300 and MKTG 300
Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. (Course is equivalent to MGMT 308.).

ENTR 310 | INNOVATION AND DESIGN THINKING
Units: 3 Repeatability: No
Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 310.).

ENTR 312 | GLOBAL SOCIAL ENTREPRENEURSHIP
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: MGMT 300
Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems. (Course is equivalent to MGMT 312.).

ENTR 320 | EMERGING TRENDS IN ENTREPRENEURSHIP
Units: 3 Repeatability: No
The objective of this course is to introduce students to the many current issues and trends in entrepreneurship today. Successful entrepreneurs, legal experts, financiers, technology experts, and consultants are invited to class so that students can hear from them first-hand to explore what lies on the entrepreneurial horizon. This class also provides excellent networking opportunities. Upon completion of the course, students will have insights into the current trends, opportunities, and challenges of entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units.

ENTR 333 | TORERO VENTURES LAB
Units: 3 Repeatability: No
The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 333.).

ENTR 494 | SPECIAL TOPICS IN ENTREPRENEURSHIP
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in entrepreneurship. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ENTR 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of entrepreneurship under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

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

Environmental & Ocean Sciences (EOSC)

EOSC 104 | NATURAL DISASTERS
Units: 3 Repeatability: No
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. Every semester.

EOSC 104L | NATURAL DISASTERS LAB
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
Corequisites: EOSC 104
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, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

EOSC 105 | NATURAL DISASTERS WITH LAB
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
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 includes a weekly lab, in which students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

EOSC 110 | INTRODUCTION TO GEOSCIENCES
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
The objective of this course is to give students an introduction to planet Earth and the physical processes that operate inside solid Earth and on the surface. Topics include plate tectonics, earthquakes, volcanoes, Earth history, and mass extinction events. The geosphere (solid Earth) will be the focus, however, the atmosphere and hydrosphere are a critical connection. The study of planet Earth requires an interdisciplinary approach, and the geosciences have never been more critical to society than they are today. Making observations in the field is an integral component of geoscience so field trips are always a part of this course, which may include an overnight trip.

EOSC 111 | GEOSCIENCES ABROAD
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: International, Lab
Geoscience is the study of Earth's structure, its formation and evolution through time, the processes that shape its surface, and its interaction with humans. Geoscientists address critical issues such as mineral resources, water quality, natural hazards, energy, and climate. This course is a 4-unit lab course for non-majors, set outside of the United States. Students will be exposed to the fundamental concepts in geoscience, which are then applied in the field. Depending on the location of the study abroad course and the local geology, some concepts may be emphasized more than others, e.g., in Australia you may study the oldest rocks on the planet, in Nepal you may study the role of flooding in landscape formation. Students should be prepared to spend multiple hours outside, under varying weather conditions, and sometimes covering several miles of easy-moderate hiking.

EOSC 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY
Units: 3-4
Non-Core Attributes: Lab
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.

EOSC 114 | THE POWER OF MAPS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
Maps can provide important visual explanations of complex geographic information. This course introduces map design with an emphasis on graphic design and typography, reference map design and production, design principles, and contemporary issues and media. The lessons offer conceptual explorations of mapping sciences and arts, providing examples of well#designed (and sometimes poorly designed) maps that illustrate specific map-design principles and mapping techniques. The exercises offer experience in cartographic representation, graphic and web design, and map production. By the end of the semester, students will understand how and why maps are made, as well as have a practical skill set enabling them to visually communicate ideas. The objective of the class is to prepare students with the fundamental concepts necessary to display spatial information in a way that facilitates communication and understanding. This course is one of the requirements for the GIS certificate and fulfills the Core requirement for Quantitative Reasoning and may satisfy the Core First-Year Integration requirement when taught as an LLC or TLC course.

EOSC 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS
Units: 3 Repeatability: No
A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

EOSC 121 | LIFE IN THE OCEAN
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
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 science and technology inquiry area. This course will not satisfy the requirements of the environmental and ocean sciences major or minor. Three hours of lecture and one laboratory per week. Every semester.

EOSC 123 | ORGANISMS AND ECOSYSTEMS
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to organisms and environmental biology from an ecological perspective. Students will learn about fundamental principles of ecology, in addition to major groups of organisms and how the two are related. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture and one laboratory per week.

EOSC 170 | THE SCIENCE OF CLIMATE CHANGE
Units: 3 Repeatability: No
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.

EOSC 175 | GLOBAL SUSTAINABILITY AND CLIMATE CHANGE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp
World leaders recognize that to promote prosperity while protecting the planet takes an organized ecosystem response. The health of our planet and how it responds to changes in climate is central to global sustainability. This course examines the principles of environmental sustainability through the lens of climate change. Using the United Nations Sustainable Development Goals as a framework we will explore anthropogenic climate-induced changes and their impact on biodiversity loss, food insecurity, changing rainfall and temperature patterns, emerging infectious diseases, depletion of soil and water resources, coral reef and fisheries decline, and access to clean water and sanitation. At the end of this course students will be able to describe connections between Earth’s climate system, complex interactions in the environment, and the importance of science-based targets to meet the United Nations goal of “achieving a better and more sustainable future for all”.

EOSC 220 | INTRODUCTION TO ATMOSPHERIC AND OCEAN SCIENCES
Units: 4 Repeatability: No
Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151) and ((EOSC 104 (Can be taken Concurrently) and EOSC 104L (Can be taken Concurrently)) or EOSC 105 (Can be taken Concurrently) or EOSC 110 (Can be taken Concurrently)) and (CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently))
An introduction to the physical and chemical processes of Earth's atmosphere and ocean. Topcis include the composition and structure of the atmosphere and ocean, chemistry and physics of seawater, atmospheric circulation, air-sea interactions, climate and weather, ocean circulation, waves, tides, and shorline processes. This course is intended for students majoring or minoring in environmental and ocean sciences. Three hours of lecture and one laboratory per week. Every semester.

EOSC 222 | ENVIRONMENTAL DATA ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: EOSC 123 and ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)
This course will provide an introduction to the fundamentals of experimental design and quantitative analysis of data in environmental sciences. Students will learn to form and test hypotheses through the lens of Environmental and Ocean Sciences using a number of basic statistical tests, including t-tests, ANOVA, linear regression, correlation, and non-parametric statistics. Specialized statistics may be covered in later class meetings. Students will learn the basics of using R to analyze data. This is a required course for all Environmental and Ocean Sciences majors. This course satisfies the Quantitative Reasoning area of the Core Curriculum. Three hours of lecture per week.

EOSC 294 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES
Units: 2-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity at the Lower-Division Level.

EOSC 300 | ENVIRONMENTAL ISSUES
Units: 3 Repeatability: No
Prerequisites: ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and EOSC 123
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.

EOSC 301 | RESEARCH APPLICATIONS IN ENVIRONMENTAL AND OCEAN SCIENCES
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123 and EOSC 220 and EOSC 222 (Can be taken Concurrently)
Students will be introduced to the research process and common laboratory and field sampling methods in environmental and ocean sciences, as well as the underlying principles and applications of these methods. Students will participate in hypothesis-based, interdisciplinary, hands-on research examining the spatial and temporal variability of biological, chemical, geological and physical factors within local environments. Written and oral scientific communication will be emphasized. Eight hours of combined laboratory, field and lecture per week.

EOSC 303 | ENVIRONMENTAL ISSUES ABROAD
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: EOSC 104 or EOSC 105 or EOSC 110 or EOSC 123
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. This course may be taught in various countries outside the US.

EOSC 305 | ENVIRONMENTAL ASSESSMENT PRACTICES
Units: 3 Repeatability: No
Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123
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.

EOSC 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.

EOSC 314 | INTRODUCTION TO GIS
Units: 4 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: (EOSC 104 or EOSC 110 or EOSC 123) and (MATH 115 or MATH 130 or MATH 133 or MATH 150 or MATH 151)
Introduces the use of maps as an analytical tool, together with the history, theory, and operation of Geographic Information Systems (GIS). Includes an introduction to maps, data sources, database design, data input, spatial analysis, and map production. Offers valuable preparation for careers in geology, geography, geographic information systems, urban planning, marketing, environmental science, conservation biology, engineering, and numerous other fields. Laboratory exercises will use ArcGIS software. Three hours of lecture and one laboratory per week. Every semester.

EOSC 340 | MARINE ENVIRONMENT
Units: 3-4
Prerequisites: (EOSC 104 and EOSC 104L or EOSC 109 or EOSC 110) and (BIOL 221 and BIOL 221L or EOSC 112 or EOSC 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.

EOSC 350 | INVERTEBRATE ZOOLOGY
Units: 4 Repeatability: No
Prerequisites: BIOL 305 or EOSC 301
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.

EOSC 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.

EOSC 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.

EOSC 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.

EOSC 400 | TOPICS IN ECOLOGY
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in ecology.

EOSC 401 | TOPICS IN ENVIRONMENTAL BIOLOGY
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in environmental biology.

EOSC 402 | TOPICS IN MARINE GEO/PHYSICAL/CHEMICAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in marine geo/physical/chemical science.

EOSC 403 | TOPICS IN GEO/PHYSICAL/CHEMICAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in geo/physical/chemical science.

EOSC 404 | TOPICS IN ENVIRONMENTAL STUDIES
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in environmental studies.

EOSC 405 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL BIOLOGY/STUDIES
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in interdisciplinary environmental biology and studies.

EOSC 406 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL SCIENCE
Units: 3-4 Repeatability: Yes (Can be repeated for Credit)
Topics of special interest and/or unique opportunity in interdisciplinary environmental science.

EOSC 415 | ADVANCED GIS
Units: 4 Repeatability: No
Prerequisites: EOSC 313 or EOSC 314 or ARCH 360
Expands on EOSC 314 (Introduction to GIS) and includes more advanced GIS functions and applications using a project-based approach. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and project development and implementation. Laboratory exercises will use ArcGIS software. This course combines lecture and laboratory work in two meetings per week. Every other spring semester.

EOSC 420 | INTRODUCTION TO REMOTE SENSING
Units: 4 Repeatability: No
Prerequisites: EOSC 313 or EOSC 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. Requires at least one course in physical science, or consent of the instructor.

EOSC 422 | TOPICS IN GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: EOSC 313 or EOSC 314
Expands on EOSC 314 (Maps and Spatial Data) and EOSC 415 (GIS) to include more advanced GIS functions and specific applications. Possible topics include Python programming in GIS, Geodatabases, GIS for Environmental & Social Justice, GIS for Hazards Assessment and Disaster Management, Community GIS, GIS and conservation, to name a few. The course will use ArcGIS software.

EOSC 430 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Laboratory projects will have both field and laboratory components and will examine the impacts of coastal pollution in San Diego. Students may not receive credit for taking both EOSC 430 and EOSC 431.

EOSC 431 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine the structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Students may not receive credit for taking both EOSC 430 and EOSC 431.

EOSC 433 | PLANKTON ECOLOGY
Units: 4 Repeatability: No
Prerequisites: MATH 150 or MATH 151 and (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

EOSC 434 | WETLANDS ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 434 and EOSC 435.

EOSC 435 | WETLANDS ECOLOGY
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 434 and EOSC 435.

EOSC 436 | MARINE COMMUNITY ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. In lab, students become familiar with various ecological sampling methods and experimental design, and are exposed to the diversity of coastal marine environments in the San Diego area. Students may not receive credit for taking both EOSC 436 and EOSC 437.

EOSC 437 | MARINE COMMUNITY ECOLOGY
Units: 3 Repeatability: No
Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301
This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. Students may not receive credit for taking both EOSC 436 and EOSC 437.

EOSC 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB
Units: 4 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 438 and EOSC 439 or for taking both EOSC 438 and PSYC 344. Cross-listed with BIOL 438.

EOSC 439 | ANIMAL BEHAVIORAL ECOLOGY
Units: 3 Repeatability: No
Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)
This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 439 and EOSC 438 or EOSC 439 and PSYC 344. Cross-listed with BIOL 439.

EOSC 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

EOSC 450 | GEOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
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. (fall semester).

EOSC 451 | BIOLOGICAL OCEANOGRAPHY
Units: 4 Repeatability: No
Prerequisites: EOSC 301 or BIOL 309
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.

EOSC 452 | ENVIRONMENTAL AND OCEAN GEOCHEMISTRY
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently) and CHEM 152 and CHEM 152L
Why do plankton need dust to survive? How are metals transported through the environment? This course incorporates foundational chemical principles such as thermodynamics, redox, bonding, and equilibrium, as applied to chemical processes observed at the Earth's surface. Students will learn how rivers, rain, groundwater, and oceans differ in chemical composition and the processes that control their chemistry. An understanding of environmental mineralogy is required to predict contaminant transport in soil, groundwater and marine environments. We will also investigate biogeochemical cycles (e.g., nitrogen, sulfur, phosphorous) and the impacts of human perturbations on these cycles. Labs will use analytical equipment to measure nutrients, metals, and major ion water composition from ongoing geochemical research projects. This course usually includes a multi-day field trip.

EOSC 462 | BIOLOGY OF FISHES
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301 (Can be taken Concurrently)) or BIOL 305 (Can be taken Concurrently)
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. Three hours of lecture and one laboratory per week.

EOSC 465 | MARINE MAMMALS
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305
An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned.

EOSC 473 | CLIMATOLOGY
Units: 4 Repeatability: No
Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)
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.

EOSC 474 | HISTORY OF THE EARTH AND CLIMATE WITH LAB
Units: 4 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. The laboratory will introduce students to methods and techniques used in historical geology and paleoclimatology focusing on the geological history of southern California. The laboratory may include weekend field trips. Students may not receive credit for taking both EOSC 474 and EOSC 475.

EOSC 475 | HISTORY OF THE EARTH AND CLIMATE
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. Students may not receive credit for taking both EOSC 474 and EOSC 475.

EOSC 480 | ENVIRONMENTAL HEALTH
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
Environmental health refers to those aspects of human health and disease that are determined by factors in the environment. It is based on the premise that everything we are exposed to in our environment through food, air, and water, has a direct effect on the health of individuals and populations. We will discuss pathways of exposure, such as inhalation of dust from mining operations, contact with soil toxins, and consumption of crops irrigated with contaminated groundwater. Concepts of environmental epidemiology and toxicology will be introduced along with the unifying approach of One Health that recognizes the need to balance the health of people, animals, and the environment in order to remain within sustainable planetary health boundaries. Through a series of historical and modern case studies we may learn how groundwater in southeast Asia has led to the largest mass poisoning in history, the health impacts from groundwater-PFAS exposure, and the reason for a cluster of cancer cases in the small town of Hinkley, CA. By the end of this course students will have a solid foundation on the connection between the environment, modern environmental change, and human health.

EOSC 481 | NATURAL RESOURCES OF DEATH VALLEY
Units: 3 Repeatability: No
Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)
One of the hottest locations on Earth, Death Valley is a land of extremes. Extreme heat in the below-sea level basin is contrasted with snow-capped mountains on the surrounding peaks. Vast, dry, swaths of arid, salty landscapes harbor lush oases of hot springs and isolated populations of desert fish. This unique desert landscape was formed by tectonic processes – crustal rifting – and provides the backdrop for two contrasting human interactions with the environment: historic extraction of the natural resources unique to this geologic setting, and its modern-day protective designation as a National Park. How did extraction of metals and borax support settlement in Death Valley? When did the last mine close? How does water, the most fundamental resource required for human survival, influence the landscape and human history of this driest place in the United States? This course explores the interaction between humans and the unique desert environment of Death Valley, CA. We will examine the tectonic processes that produced the modern landscape and climate of Death Valley and how these geologic processes led to the formation of natural resources (metals, borax, gypsum). Surface water and groundwater resources were- and continue to be- an integral component of this desert ecosystem; groundwater feeds hot springs, evaporating rainwater forms salt crystals, and rain events lead to further desert sculpting and disruption to Park infrastructure. This course builds on fundamental principles covered in EOSC 105/110 with an emphasis on the interaction between humans and their environment. A significant amount of time (approximately 5 days) will be spent visiting Death Valley during Spring break, which is a mandatory field trip requirement for this course.

EOSC 482 | COASTAL PROCESSES
Units: 4 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
The coast – where the land meets the sea – is a dynamic zone, shaped by atmospheric, oceanic, and geologic forces. We'll explore the coastal zone and the different processes that shape the coast – waves, tides, coastal currents, sediment and water fluxes, and global climate change. We'll also discuss some of the ways that human activity interacts with these processes. San Diego is the perfect outdoor laboratory to demonstrate many of these processes. Three hours of lecture and one laboratory per week.

EOSC 485 | ENVIRONMENTAL GEOLOGY
Units: 4 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and EOSC 300 (Can be taken Concurrently)
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.

EOSC 487 | SURFACE WATER HYDROLOGY
Units: 4 Repeatability: No
Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)
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.

EOSC 488 | GEOMORPHOLOGY
Units: 4 Repeatability: No
Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)
An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

EOSC 490 | UNDERGRADUATE LABORATORY ASSISTANT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Assist laboratory instructor in all aspects of a Environmental and Ocean Sciences laboratory.

EOSC 491 | GIS CAPSTONE
Units: 1 Repeatability: No
Non-Core Attributes: Experiential
This one-credit, capstone course is designed for GIS certificate students to create and present their capstone GIS project. Working in coordination with their project advisor and the capstone instructor they will finalize their GIS project, create a Story Map to link in their resume, and present their work. The final project product should serve as a portfolio of what students have accomplished in the GIS certificate program. Instructor approval is required.

EOSC 492 | ADVANCED RESEARCH SYNTHESIS
Units: 1 Repeatability: No
Prerequisites: (EOSC 496 or EOSC 498 or EOSC 499) and EOSC 301 (Can be taken Concurrently)
This 1-unit course serves as the synthesis of your research or internship experience in Environmental and Ocean Sciences allowing you to demonstrate mastery of the scientific research process. In this course you will learn how to develop an appropriate research question that can be effectively investigated using tools appropriate to the Environmental and Ocean Sciences. These tools may include data collected through appropriate lab and field methods (e.g., through independent research with faculty, an internship, or a research experience abroad) and/or data mining methods (e.g., finding data from databases or other studies to answer your research question). You will demonstrate mastery of the research process by drawing on previous coursework in Environmental and Ocean Sciences such as EOSC 222 Environmental Data Analysis, EOSC 301 Research Applications in Environmental and Ocean Sciences, and the fundamentals of Environmental and Ocean Sciences as learned in your lower division and elective classes. This course prepares you for your final capstone experience, EOSC 495 Senior Seminar, where you will orally present your work as the culminating experience of your Environmental and Ocean Sciences major.

EOSC 494 | SPECIAL TOPICS: ENVIRONMENTAL AND OCEAN SCIENCES
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest and/or unique opportunity.

EOSC 495 | SENIOR SEMINAR
Units: 1 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: EOSC 492
The objective of Senior Seminar is to learn the basic techniques for making a professional presentation in Environmental and Ocean Sciences. Students will work closely with their instructor to put together a poster presentation on a topic of their choice that reflects their major pathway. Each student will present their final poster to the public during a formal poster session. Lecturing will be minimal. Additional smaller assignments throughout the semester will help students develop skills related to communicating scientific information. Enrollment for credit is limited to, and required of, all senior students majoring in Environmental and Ocean Sciences. Restricted to EOSC Concentrations (All Pathways).

EOSC 496 | RESEARCH
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Environmental and Ocean Sciences Studies.

EOSC 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Experience in the practical and experimental application of environmental and ocean sciences. Students will be involved in projects conducted by researchers, 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 Internship instructor or the chair of Environmental and Ocean Sciences. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Every semester.

EOSC 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Independent study designed for individual student needs.

Ethics & the Law (ETLW)

ETLW 294 | SPECIAL TOPICS IN ETHICS & LAW
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in ethics and law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ETLW 302 | BUSINESS AND SOCIETY
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ETLW 311 | BUSINESS LAW I
Units: 3 Repeatability: No
Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

ETLW 312 | BUSINESS LAW II
Units: 3 Repeatability: No
Prerequisites: ETLW 311
Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study.

ETLW 313 | INTERNATIONAL BUSINESS LAW AND ETHICS
Units: 3
Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the internatonal legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

ETLW 403 | SUSTAINABILITY AND BUSINESS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
This course analyzes the effect of business activities on the sustainability of people and the environment. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and sustainability? Can humans conduct business without harming people and the planet? What is the meaning of sustainable business? How is sustainable business achieved?.

ETLW 494 | SPECIAL TOPICS IN ETHICS & LAW
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in ethics & law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ETLW 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of ethics and law under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

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

Ethnic Studies (ETHN)

ETHN 100 | INTRO TO ETHNIC STUDIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1
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. Students may not receive credit for taking both ETHN 100D and ETHN 100.

ETHN 220 | INTRODUCTION TO AFRICAN-AMERICAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 220D. Students may not receive credit for completing both ETHN 220D and 220.

ETHN 230 | INTRODUCTION TO AMERICAN INDIAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 230D. Students may not receiver credit for taking both ETHN 230D and ETHN 230.

ETHN 240 | INTRODUCTION TO CHICANO/LATINO STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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. Banner equivalent to ETHN 240D. Students may not receiver credit for taking both ETHN 240D and ETHN 240.

ETHN 250 | INTRODUCTION TO ASIAN AMERICAN STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, literature, and culture to understand historical and contemporary problems and conditions facing Asian Americans. Banner equivalent to ETHN 250D. Students may not receiver credit for taking both ETHN 250D and ETHN 250.

ETHN 294 | SPECIAL TOPICS IN ETHNIC STUDIES
Units: 0.5-4 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
Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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 Repeatability: No
This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of soul 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 333 | INDIGENOUS DECOLONIZATION
Units: 3
Indigenous studies scholars use the term “decolonization” to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

ETHN 343 | CHICANO SAN DIEGO
Units: 3 Repeatability: No
This course explores Chicano/Latino experiences in San Diego and the U.S. Borderlands. It examines how racial and ethnic identities are shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform Chicano/Latino cultures and communities.

ETHN 355 | ASIAN AMERICAN SOCIAL MOVEMENTS
Units: 3
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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
Units: 3
Non-Core Attributes: Diversity-Pre F17 CORE
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
Non-Core Attributes: Diversity-Pre F17 CORE
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 367 | RACE AND GLOBALIZATION
Units: 3
Core Attributes: Global Diversity level 2
This course offers a transnational perspective to the study of race, colonialism, power, society, and social justice. Investigating issues of global migration, labor, neoliberal economics, and national security, it both contextualizes and challenges popular understandings of globalization.

ETHN 494 | SPECIAL TOPICS IN ETHNIC STUDIES
Units: 0.5-4 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 495 | CAPSTONE SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency
Non-Core Attributes: Community Engagement
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 498 | INTERNSHIP IN ETHNIC STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Practical experience in applied ethnic studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as community based organizations, grassroots leadership and organizing efforts, government agencies, and community partners of the Ethnic Studies Department. 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 or chair 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 Ethnic Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major.

ETHN 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Diversity-Pre F17 CORE
Individual study and written research.

Film Studies (FILM)

FILM 101 | INTRODUCTION TO CINEMA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

FILM 301 | INTRODUCTION TO FILM THEORY
Units: 3 Repeatability: No
Prerequisites: FILM 101 or ARTH 144
A survey of the major concepts of film theory, this course emphasizes the ways that film engages the viewer through form, social meaning and the particularities of the brain and bodily senses. Screenings, lectures and texts examine the aesthetic, social, philosophical and psychological aspects of the cinematic medium, and include examples reflecting a transnational approach.

Finance (FINA)

FINA 294 | SPECIAL TOPICS IN FINANCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

FINA 300 | FINANCIAL MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently)) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.) Students are eligible for this course after successfully completing 45 units and the course prerequisites.

FINA 401 | COMMERCIAL BANK MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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: 2-3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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
Units: 3 Repeatability: No
Prerequisites: FINA 300 and FINA 402 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course is designed for students to perform real-world financial analyses and make financial decisions for a company throughout its venture life cycle, from the founding of a company to its liquidity event for its investors. The course is constructed as a combination of lectures, project workshops, and discussions based on five key entrepreneurial financial decision areas-the founders agreement, planning and financing of operations, forecasting growth financing, venture capital financing, and the liquidity event for investors.

FINA 408 | FINANCIAL STATEMENT ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 409 | FINANCIAL MODELING AND ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course covers financial modeling techniques applied to optimal decision making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models, using precedent transactions and comparable companies in valuation, strategic industry analysis, and mergers and acquisitions.

FINA 410 | STUDENT MANAGED INVESTMENT FUND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
In this course students make recommendations for an investment portfolio with actual money. The purpose of the course is to enable students to put into practice investment concepts and to expose students to the psychology and mechanics of investment decisions. Finance Department Chair's approval required to enroll in this class.

FINA 494 | SPECIAL TOPICS IN FINANCE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
An in-depth analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

FINA 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of finance under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

FINA 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

French (FREN)

FREN 101 | FIRST SEMESTER FRENCH
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
Essentials of French grammar together with writing, reading, pronunciation, and comprehension.

FREN 140 | TOPICS IN FRENCH LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

FREN 141 | TOPICS IN FRENCH/FRANCOPHONE LIT OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

FREN 142 | TOPICS IN FRENCH/FRANCOPHONE LIT, FILM OR CULT-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

FREN 194 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

FREN 201 | THIRD SEMESTER FRENCH
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: FREN 102 or Passing the appropriate departmental placement test within the previous year
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. Offered every semester. Also offered as summer intensive in Paris with direct immersion in French life and culture, family homestay. Offered every other year, depending on minimum enrollment. Open to all students and prepares equally well for FREN 202.

FREN 202 | FOURTH SEMESTER FRENCH
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: FREN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Prerequisites: FREN 201 with a grade of C- or better or equivalent, or Placement Exam. Every semester.

FREN 294 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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.

FREN 300 | ADVANCED CONVERSATION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
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 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: FREN 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 METHODOGIES 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 317 | BUSINESS FRENCH
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: FREN 202
Course to develop linguistic proficiency in speaking, reading, listening and writing through exposure to business practices in French and Francophone companies. Additional study of cultural, social and economic topics through Francophone media (newspapers, radio, television, internet) will prepare students to enter the Francophone labor force.

FREN 320 | SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO 18TH CENTURY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 Repeatability: No
Prerequisites: FREN 301 or FREN 302
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 322 | SURVEY OF FRANCOPHONE LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: FREN 301
This course introduces students to Francophone literature in the world with an emphasis placed on interconnections between textual analysis, aesthetics, culture and politics, focusing on selected literary texts (predominantly), films and art from Sub-Saharan Africa, the Maghreb, the Caribbean and its Diaspora.

FREN 332 | CINEMA IN FRENCH: (IN)VISIBLE IDENTITIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 202
Representations of minorities and women continue to depend on stereotypes and discriminations in the French films industry. From a selection of films, video clips and documentaries in French we will question the meaning of invisibility as individual and social experience of discrimination of one or many labels of identity we carry. We will examine representations against the invisibility of intersectional identities that can be associated with gender, race, ethnicity, religion, nationality, sexuality, and disability. Our focus will be on movies by French and Francophone directors that purposely challenge representations of discriminations and inequality in society.

FREN 394 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Prerequisites: FREN 301 and (FREN 320 or FREN 321 or FREN 322)
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 408 | FRENCH FASHION AS REVOLUTION
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: FREN 301 or FREN 302 and (FREN 320 or FREN 321 or FREN 322)
In the Western imaginary, high fashion and France seem to be synonymous with one another. French fashion has become part of an industry of luxury, one that ostensibly privileges brand and image over disruption of the status quo, representation of minorities, and assertion of radical political statements. However, despite the industry's elitist tendencies, fashion has had its place in French history as a means of rebellion against the Establishment and the creation of non-conformist identities. In this course, we will analyze representations of fashion from various subcultures from 1789 to present day to uncover the ways in which oppressed social groups in France use clothing and accessories to construct and perform identity in addition to asserting a political stance.

FREN 409 | CONTEMPORARY AFRICAN FRANCOPHONE THEATRE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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 Repeatability: No
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of a variety of French non-fiction and fiction (other than the novel) such as essais, pensées, discours, contes, fabliaux, nouvelles, sermons, etc. This course will examine the richness of French thought and storytelling through the ages.

FREN 412 | FRENCH NOVEL
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
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, Ndiaye, Camus, Colette, Nothomb, de Beauvoir, and others.

FREN 413 | FRENCH POETRY
Units: 3 Repeatability: No
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of French poetry and poetic forms from the Middle Ages to the present.

FREN 414 | FRENCH WOMEN WRITERS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)
Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu.

FREN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced French language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

FREN 494 | SPECIAL TOPICS IN FRENCH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

FREN 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

FREN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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.

Gender Studies (GNDS)

GNDS 101 | INTRODUCTION TO GENDER STUDIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Global Diversity level 1
This course aims to offer an introduction to gender studies. The course will begin by examining the distinction between sex and gender, as well has how that distinction is employed in discussions of sexuality. Specifically, we will examine the so-called “nature” vs. “nurture” debate and the most recent scientific claims about “innate” sex differences. Next, the course will look into contemporary debates on sex work: prostitution and trafficking. From here we will engage critically with pornography in contemporary society. Is pornography harmful? Is it best understood a protected speech? How are sex workers treated within pornography? Are they oppressed? Are they workers like any other? Next, we will turn to examine the role of gender in inequality in the workplace and the relationship to inequality within the family. Finally, we will also examine the debate around rape on college campuses and Title IX.

GNDS 294 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
A course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men’s movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes.

GNDS 494 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men’s movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes. Students must have completed 12 units of coursework in the gender studies minor or have consent of the instructor.

GNDS 495 | ADVANCED WOMEN'S AND GENDER STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2
Prerequisites: GNDS 101
A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students’ areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

GNDS 498 | SECOND SEMESTER JUNIOR STANDING IN INTEGRATED ENGINEERING OR CONSENT OF INSTRUCTOR.
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites:.

GNDS 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
A program of advanced study in an area of special interest, arranged between the student and the instructor. The independent study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project.

General Engineering (GENG)

GENG 221 | SOFTWARE FOUNDATIONS
Units: 3 Repeatability: No
Prerequisites: ENGR 101 and ENGR 121 and MATH 150 and MATH 151 (Can be taken Concurrently) and PHYS 270 (Can be taken Concurrently)
Introduction to Object Oriented Programming in Python. Implementation and use of data structures including arrays, structures, classes, stacks, lists, and trees in C and Python.

GENG 250 | INTEGRATED APPROACH TO ENERGY
Units: 3 Repeatability: No
Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271 (Can be taken Concurrently) and PHYS 271L (Can be taken Concurrently) and ENGR 102 (Can be taken Concurrently) and ENGR 103 (Can be taken Concurrently)
Ever wonder what “energy” really is? In this course you will learn the engineering behind both energy production and consumption. Our discussion of energy production will be grounded in a California context and highlight the fundamental operating principles of solar, wind, and natural gas power plants. We will also examine the global energy landscape and consider contemporary sociotechnical challenges related to energy. When thinking about consumption we will focus primarily on the residential and commercial sectors. You will learn a systems approach for analyzing energy consumption within buildings that can be applied to anything from your own home to a large manufacturing plant. By the end of the semester you will be able to identify, formulate, and solve a range of engineering problems related to energy.

GENG 288 | INTEGRATED APPROACH TO ELECTRICAL ENGINEERING
Units: 4 Repeatability: No
Prerequisites: PHYS 271 and MATH 310 (Can be taken Concurrently)
Introduction to analysis of a wide range of electrical devices and systems encountered by engineers. DC and AC analysis of circuits containing resistors, capacitors, diodes, and LEDs and application to systems including solar cells, amplifiers, and digital devices. Simulation, testing, and measurement of circuits designed to meet specific requirements. Consideration of social context. Not open to Electrical Engineering majors.

GENG 294 | SPECIAL TOPICS IN INTEGRATED ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in various areas of Integrated Engineering. May be repeated for credit with a different topic.

GENG 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

GENG 311 | ENGINEERING MATERIALS SCIENCE
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and PHYS 271 and MATH 151
Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

GENG 330 | BIOMATERIALS DESIGN
Units: 3 Repeatability: No
Prerequisites: ENGR 311 or MENG 311 or GENG 311
Introduction to the fundamentals of implantable biomaterials. Study of how to create implantable medical devices that mesh with human biology, physiology, and biomechanics and are suitable for the user. Course goals will be achieved through group discussions, design projects and hands-on materials/tissue mechanical testing.

GENG 331 | PHYSIOLOGY FOR BIOMEDICAL ENGINEERS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 or ENGR 121 or COMP 150) and MATH 310
Introduction to the principles of human biology and physiology using a quantitative modeling approach. Students will learn about various physiological systems including the nervous, cardiovascular, musculoskeletal, and respiratory systems. Quantitative models of these physiological systems will be considered. Course goals will be achieved through team projects, computer modeling and group discussions.

GENG 350 | ENGINEERING AND SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Domestic Diversity level 2
Prerequisites: ENGR 103 and (GENG 250 or GENG 288 or GENG 311)
This course aims to support students understanding of engineering in relation to social justice. It will help students develop critical thinking skills and to apply these to the context of engineering practices and systems. Students will consider the historical and contemporary contexts and impacts of the designs, systems, processes and products surrounding and involving engineering and engineers. The course will be taught in intensive mode, with interactive lectures, workshops and seminars, together with a team project, where students will apply their learning to research a local community need.

GENG 360 | EXPERIMENTAL ENGINEERING
Units: 3 Repeatability: No
Prerequisites: ENGR 102 and (GENG 288 or ELEC 201) and MENG 210 and (GENG 250 or MENG 260) and COMP 110 and (GENG 311 or ENGR 311) and MATH 310 and ISYE 330 (Can be taken Concurrently)
Engineers rely heavily on data when making decisions. This is a course about how engineers collect, analyze, and present data. In this course, students will be introduced to fundamental principles of measurement and instrumentation through a series of hands on experiments in several engineering contexts, including designing your own experiment. Technical communication skills are an integral part of sharing data, therefore both written and oral communication will be taught this class. Every Spring.

GENG 380 | SUSTAINABILITY AND ENGINEERING
Units: 3 Repeatability: No
The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

GENG 383 | CITIES, COMMUNITIES, ORGANIZATIONS, AND URBAN DESIGN USING GIS
Units: 4 Repeatability: No
Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or MATH 250 and ENGR 103
This course explores how urban infrastructure design and the nonprofit sector impacts community health and resiliency through links to public health measures and social welfare outcomes. Students will learn to use Geographic Information Systems (GIS) to explore the impact of the placement of resources within a region. Students will choose an open-ended design project to explore the social fabric of cities through the analysis of spatial data and explore whether these issues can be alleviated through engineering planning approaches.

GENG 384 | REMEDIATION AND TREATMENT SEPARATION PROCESSES
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and MATH 151 and MENG 210
This course aims to provide an understanding of the principles of fluid separation processes and to develop skills in the design of fluid separation equipment in the context of sustainability and social justice. Physical and chemical processes are presented, including fundamentals of solid-liquid suspension, flocculation, coagulation, flotation, clarification, dewatering and gravity sedimentation processes for the remediation and treatment of water for different purposes.

GENG 420 | DRONES FOR GOOD
Units: 3 Repeatability: No
Prerequisites: GENG 491 (Can be taken Concurrently) or MENG 491 (Can be taken Concurrently) or ELEC 491 (Can be taken Concurrently) or ELEC 491W (Can be taken Concurrently) or MENG 491W (Can be taken Concurrently) or (ISYE 420 (Can be taken Concurrently) or ISYE 430 (Can be taken Concurrently))
Students work in an interdisciplinary team in a semester long project based course to design a drone that will have a positive impact on society. Rooted in the social sciences, the course starts with an investigation of what it means to be an engineer or a peace builder. This is followed by the engineering challenge of building a drone. Students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

GENG 421 | EMBEDDED SYSTEMS PERFORMANCE
Units: 3 Repeatability: No
Prerequisites: COMP 280 with a minimum grade of C-
This course will focus on the application of all available processing power to implement system solutions. Parallel processing, core sequestration, processor affinity, CPU programming, DSP programming, and the integration of disparate processing elements via OpenCL will all be addressed in this course. The impact of coherent and non-coherent memory models will be addressed and the notion of data hazards in non-coherent systems will be detailed. We will also consider the application specific impacts of the relative power efficiency of alternative processing models.

GENG 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-
Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

GENG 430 | BIOINFORMATICS
Units: 3 Repeatability: No
Prerequisites: (COMP 110 or COMP 121 or ENGR 121) and ISYE 330
To introduce the principles of genomics, transcriptomics, gene editing, and bioinformatics. In addition, students will be asked to consider the ethical and social issues related to gene editing. The learning objectives for this course are achieved through the use of computer simulations, bioinformatics toolkits, group discussions, and ethical case studies. The course will include a semester-long project in bioinformatics research methods and will include a presentation at the end of the semester.

GENG 431 | BIOMECHANICS
Units: 3 Repeatability: No
Prerequisites: MENG 210 and (MENG 370 (Can be taken Concurrently) or GENG 331 (Can be taken Concurrently))
Introduction to the fundamentals of orthopedic biomechanics. Application of mechanical engineering principles to understand how humans and tissues function, are damaged, and can be repaired by the body and external treatments. Research and methods in orthopedic biomechanics.

GENG 432 | MEDICAL DEVICES
Units: 3 Repeatability: No
Prerequisites: ENGR 103 and (GENG 330 (Can be taken Concurrently) or MENG 370 (Can be taken Concurrently))
Introduction to the medical device market and the engineering requirements for a variety of devices from concept inception through to commercialization. The course will provide an overview of the regulatory and design requirements for medical devices in the US market with discussions including global markets. Application of engineering principles to understand how products are designed and tested with performance expectations for the human body.

GENG 460 | LAW FOR ENGINEERS
Units: 3 Repeatability: No
This course introduces engineering students to the many facets of the law and litigation that are relevant to a career in engineering. Through targeted readings, case studies, and independent legal research students will learn about the legalities associated with a career in engineering, engineering design, contracts, and intellectual property.

GENG 482 | PHOTOVOLTAIC SOLAR ENERGY
Units: 3 Repeatability: No
Prerequisites: (ENGR 311 or GENG 311) and GENG 250 and (GENG 288 or ELEC 201)
Introduction to photovoltaic (PV) solar energy including materials and device physics of solar cell operation, crystalline silicon technologies, grid-tied and stand alone PV systems and applications, and economic, environmental, social and technical considerations. The course also aims to aid the students' professional development by addressing issues such as the ability to critically evaluate technical literature, conduct effective research, and express information orally and in writing.

GENG 491 | ENGINEERING SENIOR DESIGN I
Units: 4 Repeatability: No
Prerequisites: GENG 350 (Can be taken Concurrently) and GENG 360
Proposal and design phase of a capstone project culminating in a documented and approved engineering design project to be implemented in ENGR 492. Computer-aided electrical, mechanical, software, math, science and other discipline design techniques are used to study design alternatives and support the final design selection: evaluation of ethical, cultural, economic, societal, and safety considerations in the design process. The development of individual and group written and oral communication skills. This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation. Fall semester.

GENG 492 | ENGINEERING SENIOR DESIGN II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: GENG 491
Engineering capstone design experience in a realistic engineering environment that applies and integrates engineering and nonengineering topics. Students work in teams, in collaboration with engineering faculty and/or engineering professionals from industry, on an open-ended design project. This involves design, construction, testing and evaluation as well as consideration of issues related to culture, ethics, economics, social justice, safety and professional practice. Course also includes documentation of design project including written reports and oral presentations to multiple audiences. Spring semester.

GENG 494 | SPECIAL TOPICS IN INTEGRATED ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics in areas of interest to Integrated Engineering. May be repeated for credit with a different topic.

GENG 496 | UNDERGRADUATE RESEARCH
Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in integrated engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

GENG 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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.

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

German (GERM)

GERM 101 | FIRST SEMESTER GERMAN
Units: 3-4
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation.

GERM 140 | GERMAN LITERATURE AND CULTURE IN TRANSLATION
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in German literature and culture. This course is taught in English and satisfies the Core requirement for Literary Inquiry.

GERM 141 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in German literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

GERM 142 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in German literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

GERM 194 | SPECIAL TOPICS IN GERMAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GERM 201 | THIRD SEMESTER GERMAN
Units: 3
Core Attributes: Second language competency
Prerequisites: GERM 102 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: GERM 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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.

GERM 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent study at the lower-division level.

GERM 301 | WRITING AND COMPOSITION IN GERMAN
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: GERM 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
Focus on the development of reading and writing skills in German through the analysis of authentic texts, the practice of various modes of written expression, and grammar review.

GERM 302 | READINGS IN GERMAN LITERATURE
Units: 3
Non-Core Attributes: Literature-Pre F17 CORE
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
Non-Core Attributes: Literature-Pre F17 CORE
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 340 | TOPICS IN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: GERM 202 or Passing the appropriate departmental placement test within the previous year
Study of special topics in German-language literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

GERM 394 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced German language skills will be utilized. Elective credit only (does not count toward the minor).

GERM 494 | SPECIAL TOPICS IN GERMAN
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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.

Greek (GREK)

GREK 101 | FIRST SEMESTER GREEK
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN GREEK LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GREK 194 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Classical Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

GREK 201 | THIRD SEMESTER GREEK
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

GREK 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent study at the lower-division level.

GREK 394 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: GREK 202
Study at the third-year level of a special topic in Classical Greek language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

GREK 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Greek language skills will be utilized.

GREK 494 | SPECIAL TOPICS IN CLASSICAL GREEK
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: GREK 202
Study at the fourth-year level of a special topic in Classical Greek language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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.

History (HIST)

HIST 102 | THE ANCIENT WORLD
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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
Core Attributes: Historical Inquiry area
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
Core Attributes: Historical Inquiry area
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
Core Attributes: Historical Inquiry area
This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

HIST 110 | WORLD HISTORY TOPICS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
This course focuses on a particular topic in world history. Students may repeat the course for credit when the topic changes.

HIST 115 | TOPICS IN WAR AND PEACE IN HISTORICAL PERSPECTIVE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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. Students may repeat the course for credit when the topic changes.

HIST 116 | WAR AND PEACE IN THE MODERN WORLD
Units: 3
Core Attributes: Historical Inquiry area
The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and burdened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the modern world. (Meets lower division requirement for the Peace and Justice Studies minor).

HIST 117 | U.S. HISTORY TO 1877
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 Repeatability: No
Core Attributes: Historical Inquiry area
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)
Core Attributes: Historical Inquiry area
This course focuses on a particular topic in U.S. History.

HIST 121 | AFRICA TO 1800
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Examination of the history and historiography of Africa from the origins of humankind to the abolition of the trans- Atlantic slave trade. Topics include human evolution in Africa, development of agriculture and pastoralism, ancient civilizations of the Nile, African participation in the spread of Christianity and Islam, empires of West Africa, Swahili city-states, and African participation in the economic and biological exchanges that transformed the Atlantic world.

HIST 122 | AFRICA SINCE 1800
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Examination of the history and historiography of Africa from the abolition of the trans-Atlantic slave trade to the present. Topics include precolonial states and societies, European colonial intrusions and African responses, development of modern political and social movements, decolonization, and the history of independent African nation-states during the Cold War and into the 21st century.

HIST 125 | RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area, Domestic Diversity level 1
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 126 | AMERICAN WOMEN IN HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 1
This course seeks to explore women's history in the United States with an eye toward the cultural, social, economic, and political realities of women of color. With a particular focus on Native American, Latina American, African American, and Asian American women, the course explores ways the makings and manifestations of gender and womanhood in America when race, ethnicity, and nationality are markers of inequality. Drawing from the accounts of women of color, coupled with a variety of scholarly, literary, and visual texts the course investigates the various power structures that have long regulated their lives and the ways in which these systems of oppression evolve and shift as they cross ethnic lines. Critically important, the course grapples with how women of color have imagined, voiced, and crafted spaces of resistance, freedom, and justice. Across a range of epochs that extend from the 16th to the 21st centuries we will trace this history by way of the following themes: "Colonization and Bondage," "Migration, Exiles, and Citizenship," "Labor," "Sexual Violence," "Motherhood and Reproduction," "Civil Rights and Feminism," as well as "Culture.".

HIST 128 | AFRICAN AMERICAN HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 1
This course examines the history of African Americans from the ascendance of slavery on the West African coast to black life on the contemporary racial landscape. Who are African Americans? What realities, socio-political ideologies, and cultural practices ground African-descended people? How has and does inequality unfold in the lives of African Americans and systematic mechanisms catapult their perpetual marginalization? Through what means have black communities resisted oppression and how have these methods changed overtime? How do the positionalities of African Americans evolve across gender, class, ethnic, and regional lines? What does the black experience reveal about the pronounced American values of racial transcendence, as well as master historical narratives? How have African Americans created and influenced the contours of American society? Together, we will strive to answer these questions. Together, we will concern ourselves with the fullness of black humanity.

HIST 130 | EAST ASIA IN TRANSFORMATION
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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. ìopeningî 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 135 | 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. Students may repeat the course for credit when the topic changes.

HIST 140 | MODERN EUROPE
Units: 3
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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 145 | TOPICS IN URBAN HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Historical Inquiry area
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. Students may repeat the course for credit when the topic changes.

HIST 150 | TOPICS IN COMPARATIVE HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: History-Pre F17 CORE
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.” Students may repeat the course for credit when the topic changes.

HIST 155 | TOPICS IN HISTORY, LITERATURE, AND FILM
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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,” “Modern China in Film,” and "Ancient Greece (or Rome) in Literature and Film," among others.

HIST 160 | TOPICS IN HISTORY OF SCIENCE AND TECHNOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Historical Inquiry area
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.” Students may repeat the course for credit when the topic changes.

HIST 170 | BIG HISTORY: FROM COSMOS TO CANNIBALS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 | MODERN WORLD HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 172 | FUNDAMENTALS OF AFRICANA STUDIES I
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with AFST 100.

HIST 180 | GREAT MOMENTS IN TIME
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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.

HIST 190 | TOPICS IN WORLD HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in World History. Students may repeat the course for credit when the topic changes.

HIST 191 | TOPICS IN EUROPEAN HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in European History. Students may repeat the course for credit when the topic changes.

HIST 192 | TOPICS IN U.S. HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Topics in U.S. History. Students may repeat the course for credit when the topic changes.

HIST 194 | SPECIAL TOPICS IN HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Special Topics in History. Students may repeat the course for credit when the topic changes.

HIST 200 | THE HISTORIAN'S CRAFT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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 10-15 page research paper due at the end of the semester.

HIST 300 | JUNIOR SEMINAR
Units: 3 Repeatability: No
Prerequisites: HIST 200
The Junior Seminar is a required class for Junior History majors and minors who have already taken History 200. The Junior Seminar will be offered once in the Fall and once in the Spring. History Faculty will take turns offering the Junior Seminar and they will determine the course content. The Junior Seminar will afford students the opportunity to read the great works from the instructor's field of interest. The Junior Seminar will re-create the ambience of a graduate seminar and the students will be expected to produce work of the highest quality. The Junior Seminar will refine the rudiments of good writing that the students learned in History 200 and prepare students for writing and researching the senior thesis.

HIST 302 | HISTORY OF SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course aims to study the history of the country of South Africa with particular attention to both the uniqueness and the commonalities of its colonial history with other settler societies. Unlike other Anglophone settler colonies, South Africa never reached a demographic majority where white settlers became predominant. Instead, European settlers made fragile alliances against the African and Indian populations in their midst, solidifying a specific form of minority settler rule. This rule was crystallized in the near half-century of apartheid, the legal discrimination of the vast majority of the country for the benefit of a select few. Students emerge from this course as better scholars of a different society and of many of the historic pressures and struggles that are part of the history of the United States.

HIST 303 | AFRICAN FEMINISMS: HISTORY, NEGOTIATION, BELONGING
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course critically examines the idea of African feminisms by looking at many different intersections of time, place. and position for African women. This traces multiple ways in which African women have sought to challenge patriarchal roles in both precolonial and (post)colonial contexts. Students leave not with an understanding of a singular or aspirational African feminism but rather with an appreciation of the ways in which African women have and continue to challenge. reframe, and negotiate a variety of social and political positions.

HIST 304 | AFRICA IN THE WESTERN IMAGINATION
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
From benefit concerts to AIDS charities to study abroad literature, Africa is everywhere. And yet it is frequently explained only in absence or in suffering. Rather than being a place that is defined by what it is, often Africa is viewed by what it is not, and the term 'Afro-pessimism' has been coined by some to criticize such solely negative depictions of a vast and varied continent. What, then, is 'Africa': a location on a map, a geographical boundary? Who are 'Africans'? What does the idea mean and how is it used? This course draws on literature and popular culture to discuss the very idea of 'Africa' and how the concept has been created, redefined, re-imagined, and (de)constructed in differing times and spaces.

HIST 305 | QUEERING COLONIALISM: BODIES, NEGOTIATION, BELONGING
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course seeks to examine the many intersectional and overlapping threads in the histories of colonialism, gender, and sexuality. As authors like Achmat and Cohen have argued, colonialism has simultaneously supported and been supported by heteronormative, patriarchal, and white-supremacist regimes. This course looks at three avenues in which the 'normal' has been both created and contested in colonial histories: the body, belonging, and becoming. We read from a variety of disciplines, eras, and locations in order to understand how bodies can be made normal or 'queer.' We also examine how imperial structures of rule impact the daily lived experiences of people as they attempt to find spaces of belonging and potential for becoming part of a larger group. movement. or idea.

HIST 309 | TOPICS IN AFRICAN HISTORY
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. Students may repeat the course for credit when the topic changes.

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: 3-4
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: 3-4
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 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 325 | THE MEDIEVAL CHURCH AND PREMODERN CHRISTIANITY
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
This course explores the social, religious, and political dimensions of the development of ecclesiastical authority and the consolidation of a papally centered Catholic Christian orthodoxy from Early Christianity to Early Modern Europe.

HIST 331 | THE GLOBAL RENAISSANCE
Units: 3 Repeatability: No
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 332 | ROLE-PLAYING THE RENAISSANCE
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
This course focuses on the Renaissance, a cultural movement that challenged and transformed traditional conceptions of art, politics, religion, and human nature. Students engage with classic texts including Niccolò Machiavelli's The Prince (c. 1513) and Thomas More's Utopia (1516) through interactive role-playing games, part of the award-winning Reacting to the Past curriculum. In "Machiavelli and the Florentine Republic, 1494-1512," students explore the political life of Florence, a fragile republic struggling to remain free from Medici control. In "Henry VIII and the Reformation Parliament," they experience a fundamental shift in the nature of government as a result of England's break with the Roman Catholic Church. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

HIST 333 | EUROPE 1600-1800
Units: 3-4
Focuses on the great age of statebuilding that followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an ancient regime, and the forces contributing to the Age of Enlightenment.

HIST 335 | THE VICTORIANS IN LITERATURE & FILM
Units: 3 Repeatability: No
This course explores the history of Great Britain during the long reign of Queen Victoria (r. 1837-1901) as viewed through the lens of modern filmmakers. Subjects include industrialization and class conflicts; political contestations over citizenship, race, and belonging; changing gender roles and sexual mores; military and diplomatic conflicts; medical and scientific knowledge; and the flourishing of popular literature and culture. Readings and assignments will draw upon literature, images, films, and both scholarly and primary texts from and about the Victorian Era. Students examine the contested nature of British national identity through films and television series that use the past to speak to the present. They also learn how to analyze film as both a visual and narrative art form.

HIST 336 | EUROPEAN REFORMATIONS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
This course offers students with an understanding of how the Protestant Reformation emerged from a long tradition of dissent within medieval Christendom and ultimately succeeded in changing Christian practice between 1450 and 1650 within both Catholic and sectarian religious communities.

HIST 339 | AMERICANS IN PARIS THROUGH WAR AND PEACE
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
Non-Core Attributes: International
This course is designed to explore the impact of Americans in Paris (and the impact of Paris on Americans) from the American Revolution to the present. We will analyze the history of France through the lens of Franco-American relations. To do so, we will examine how the Franco-American alliance formed and solidified as well as how it has been challenged and represented over the centuries during times of war and peace. We will combine classroom lectures, class discussions of the readings, use of film and documentary excerpts, memoirs, novels, newspapers, and site visits to understand what it means to be an American in Paris, beginning with Benjamin Franklin and ending with you. In particular, much of the class will revolve around discussing the readings and then finding (scavenger hunt) and analyzing the symbols, statues, monuments, cafes, stores, and streets that represent over 200 years of Franco-American history. I wonder how Jefferson would feel today, being just one of the 36 million visitors who make their way to Paris this year.

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 | FROM SUBJECTS TO CITIZENS: NATION BUILDING IN FRANCE AND INDIA
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Historical Inquiry area
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 | HISTORY OF GERMANY SINCE 1945
Units: 3 Repeatability: No
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 346 | TOPICS IN MEDIEVAL AND EARLY MODERN EUROPE
Units: 3-4 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: 3-4 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 | FRANCE IN REVOLUTION AND WAR
Units: 3 Repeatability: No
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 Repeatability: No
Core Attributes: Historical Inquiry area
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 | ENGLAND 1348-1688: PLAGUE TO REVOLUTION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
This course surveys the development of the British Isles from the late Middle Ages through the seventeenth century using interactive role-playing games, part of the award-winning "Reacting to the Past" curriculum. Games may include "1349: Plague Comes to Norwich," which explores the impact of the bubonic plague on a late medieval English town; "Stages of Power: Marlowe and Shakespeare, 1592," in which students become members of rival acting companies during the Elizabethan era, a period of political and religious conflict; and "Politics, Religion, and the Rise of the Public Sphere, 1685-1688," which focuses on the turbulent political debates that preceded the Revolution of 1688. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

HIST 351 | MODERN BRITAIN
Units: 3-4
This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

HIST 352 | VICTORIAN BRITAIN AND THE WORLD
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 2
This course follows the history of the United Kingdom during the reign of Queen Victoria (r. 1837-1901), focusing on how the Empire, far from being something that existed beyond the seas of the average Briton, shaped the very core of British cultural and social institutions. It focuses on the efforts of British women to increase their place in both the domestic and larger imperial aspects of British politics, as well as the movement of colonized peoples from 'out there' to the heart of the empire. In the course of this class, we will study revolutions, international wars, colonial conquests, worker's protests, missionary letters, and London's criminal back alleys in order to better understand the often misunderstood Victorian period.

HIST 353 | 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. Students may repeat the course for credit when the topic changes.

HIST 354 | HISTORY OF SPAIN
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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. This course is offered at USD's Madrid Center.

HIST 355 | ANCIENT NEAR EAST
Units: 3 Repeatability: No
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 358 | TOPICS IN MODERN WORLD HISTORY
Units: 3-4 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 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)
Core Attributes: Historical Inquiry area
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 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
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)
Core Attributes: Historical Inquiry area, Global Diversity level 1
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 | CHINA: RISE TO GLOBAL POWER
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 | JAPAN: SAMURAI TO SUBARU
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 ìeconomic miracleî during the post-World War II period, as well as its contemporary social and cultural developments.

HIST 367 | WOMEN'S LIVES IN EAST ASIA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Global Diversity level 1
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 370 | U.S. ENVIRONMENTAL HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This class will introduce students to U.S. environmental history, a field that explores the relationship between humans and the natural world over time. On the one hand, we will examine how non-human nature (soil, natural disasters, disease, climate, etc.) shaped the course of U.S. history. On the other, we will explore how Americans gave meaning to non-human nature, used technologies to manage and control natural systems (as well as the inevitable side effects of those efforts), and challenged unsustainable practices of corporate America. Throughout, we will remain attentive to what the historical dance between Americans and non-human nature tells us about race, class, and gender.

HIST 372 | UNITED STATES-EAST ASIA RELATIONS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 AND AMERICAN SOCIETY
Units: 3 Repeatability: No
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 U.S. HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Historical Inquiry area
Topics may include any period in U.S. History, from Pre-Columbian Native America to the early twenty-first century, or any thematic topic in U.S. history. May be repeated for credit when the topic changes.

HIST 376 | U.S. FOREIGN RELATIONS IN THE LONG 19TH CENTURY
Units: 3 Repeatability: No
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 | TWENTIETH CENTURY U.S. FOREIGN RELATIONS
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
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 evolution of U.S. Foreign Relations through the 1970s and 1980s, the end of the Cold War, and 9/11 to today, when, for now, the United States remains the undisputed leader in world affairs. In particular, we will focus on the increasingly important role of world public opinion in the late 20th and early 21st century.

HIST 378 | THE HISTORY OF WORLD WAR I AND WORLD WAR II THROUGH LITERATURE AND FILM
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area
This course is designed to explore the origins, operations, and consequences of World War I and World War II. In particular, we will examine combat experiences, the role of new technologies, nationalism, and civilians caught in war. We will examine the two wars from the American, European, and Asian perspectives through novels, memoirs, documents, poetry, first-hand accounts, oral histories, propaganda, documentaries, and films.

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/A/X HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Historical Inquiry area
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 385 | AFRICAN AMERICAN WOMEN'S HISTORY
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
This course examines the economic, cultural, social, and political history of African American women. Through a combination of scholarly texts, primary source material, and images the course traces how gender, race, sexuality, and class interact and intersect to contour Black women's realities in the United States. We will concern ourselves with the mechanisms that suppress African American women's lives and bodies, as well as illuminate their modes of resistance. Throughout the class we will listen to Black women, who from their unique positioning in the margins, have made visible the makings of injustice and have long worked on imagining and crafting an alternative world for themselves and their communities. By moving black women from their historically marginal position in curriculum to the center of our attention, we will begin to explore ways of transforming knowledge about the nation's past and present, as well as its application. Centrally, we will assess how the stories and narrations of Black women historians, writers, film makers and others have functioned to either preserve or contest the margins. We will explore topics such as Black Feminism, racial and gendered ideologies, civil rights organizing, and popular culture.

HIST 388 | ART AND ARCHITECTURE IN CALIFORNIA
Units: 3 Repeatability: No
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 389 | HISTORY OF CALIFORNIA
Units: 3 Repeatability: No
Core Attributes: Historical Inquiry area, Domestic Diversity level 2
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 | TOPICS IN PUBLIC HISTORY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
An in-depth examination of an area in public history, a field that engages the public with the past. Classes might focus on oral history, digital history, historical preservation, memory and history, museum/archival work, or historical documentary filmmaking. Can be repeated for credit.

HIST 392 | HISTORY IN THE COMMUNITY
Units: 4 Repeatability: No
Non-Core Attributes: Experiential
Public history has two primary meanings. First, pubic history refers to the history work that goes on outside the academy. Public historians typically work in museums, libraries, national and state parks, and tourist sites. Second, public history refers to the ways in which the public (a nation, a minority group, a neighborhood) makes meaning by creating and maintaining a sense of the past. Through fieldtrips, projects, discussion, readings, and a community service project/internship, we will explore larger theoretical issues as well as the practical work of public historians. History majors should first take HIST 200, but this class is open to all students who have fulfilled their lower-division history core requirement.

HIST 393 | MUSEUM STUDIES AND HISTORIC PRESERVATION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
This course provides an introduction to current ideas about the relationship between historians, communities, and cultural memory. Students will evaluate museums and virtual exhibits and consider debates about the politics of memory and visual display. They will also explore ethical and professional issues faced by curators and historians working in museums, preservation offices, archives, and state historic parks. Finally, they will develop a research paper based on their observation and experience of a museum or historic site.

HIST 394 | SPECIAL TOPICS IN HISTORY
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Special Topics in History. Students may repeat the course for credit when the topic changes.

HIST 398 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This internship provides students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. Students select an internship in an area of interest that is appropriate for application of historical methodologies and may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

HIST 490 | INTRODUCTION TO SENIOR SEMINAR
Units: 1
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 492 | HISTORY TUTORING IN CITY HEIGHTS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
In conjunction with the International Relief Committee, tutor City Heights high school students in history. This experience is especially recommended for students interested in becoming history teachers. This class requires 40 hours of on-site tutoring. This class is only offered for one unit.

HIST 495 | SENIOR RESEARCH SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: HIST 490
This course, offered each spring semester, is the capstone for the history major and will satisfy the Advanced Writing requirement in the core curriculum.

HIST 496 | RESEARCH ASSISTANTSHIP
Units: 1-3 Repeatability: No
Work as a research assistant on a project conducted by a history faculty member. Students might work in archives, survey secondary literature, translate documents, make maps, and/or attend conferences. Requires the consent of the instructor. One unit/40 hours; two units/ 80 hours; three units/120 hours.

HIST 498 | INTERNSHIP (ADVANCED INTEGRATION)
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Experiential
This Advanced Integration internship provides history students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. A final project incorporates integrative learning where students synthesize and apply knowledge and skills from multiple perspectives in a variety of contexts and make connections between curricular and co-curricular activities. Students select an internship in an area of interest that is appropriate for both application of historical methodologies as well as the final project. Interns may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

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.

Honors (HNRS)

HNRS 294 | SPECIAL TOPICS IN THE HONORS PROGRAM
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: Passing the appropriate departmental placement test within the previous year
The course will introduce students to various topics within the Honors Program. Course may be repeated as topics vary.

HNRS 295 | EXPEDITION: INQUIRY - THE HONORS 2ND YEAR SEMINAR
Units: 1 Repeatability: No
Non-Core Attributes: Honors
Prerequisites: Passing the appropriate departmental placement test within the previous year
HNRS 295 aims to actively move students from an appreciation of scholarship (ideally developed through their First-Year LLC experience) to engagement and consideration of scholarly inquiry at a more personal level. Gleaning from inspiring guest speakers, provocative readings, dynamic discussions, and out-of-the-classroom excursions, the seminar will cover such topics as: how scholars generate ideas for scholarly pursuit, where to find opportunities to engage in research and to identify faculty with whom to speak, and how to find scholarships, fellowships, and other funding sources. Students will be guided to think about possible project areas of personal intrigue, majors that complement their interests, and to create an action plan for involvement in undergraduate research, study abroad, leadership and community service. The seminar will encourage students to begin imagining and even planning for their senior honors thesis project by familiarizing them with the array of tools, courses, opportunities and people they might turn to in their scholarly journey ahead.

HNRS 494 | SPECIAL TOPICS IN THE HONORS PROGRAM
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: Passing the appropriate departmental placement test within the previous year
The course will introduce students to various topics within the Honors Program. Course may be repeated as topics vary.

HNRS 495 | HONORS SENIOR THESIS SEMINAR
Units: 1-3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year
The Honors Thesis Seminar is the capstone course for all graduating students in the Honors Program. In this class, students complete an independent scholarly project, using their undergraduate coursework in their major/minor as a foundation. During the semester in which the student enrolls in HNRS 495, the thesis project is presented orally to a public audience, and a written manuscript describing the project in detail must be submitted by the end of the semester. Honors students should enroll in this course the semester they are planning to complete the Honors Program; this means that all honors requirements should be completed prior to, or simultaneously with, enrollment in HNRS 495.

HNRS 496 | HONORS THESIS PREP
Units: 1-4
Prerequisites: Passing the appropriate departmental placement test within the previous year

HNRS 497 | HONORS LEADERSHIP
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: Passing the appropriate departmental placement test within the previous year
An experiential education course in which students learn best practices in leadership and then apply their skills as leaders within the USD Honors Program. Leadership activities may include peer mentorship, honors community organizing, peer-to-peer training, or other roles that allow students to develop as leaders while serving the honors or USD community. No more than 3 units may be earned

Industrial/Systems Engineering (ISYE)

ISYE 220 | ENGINEERING ECONOMICS
Units: 3 Repeatability: No
Prerequisites: ISYE 330 (Can be taken Concurrently)
Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly.

ISYE 294 | 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 Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

ISYE 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

ISYE 305 | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
Prerequisites: (FYW 150 or CORE 2CFYW) and ISYE 310 (Can be taken Concurrently)
An introduction to professional skills needed for success in industry including written communication, oral communication, teamwork, leadership skills, and career management. Topics and projects include iterative writing process, literature reviews, technical reports, peer review techniques, self-awareness, emotional intelligence, personal branding, and global/intercultural awareness. Three hours lecture weekly.

ISYE 310 | WORK ANALYSIS AND DESIGN
Units: 4 Repeatability: No
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 Repeatability: No
Prerequisites: ISYE 220 with a minimum grade of C- and ISYE 330 with a minimum grade of C- and ISYE 305
This course introduces the theory and methods used to design and analyze systems. System life-cycle principle and different stages of the system development process are examined, practiced and applied to create integrated solutions to an engineering problem.

ISYE 330 | ENGINEERING PROBABILITY AND STATISTICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
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 | SIX SIGMA - PROCESS IMPROVEMENT METHODS
Units: 4 Repeatability: No
Prerequisites: ISYE 310 and ISYE 330 with a minimum grade of C-
Application of statistics to improving quality and productivity. 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 Repeatability: No
Prerequisites: (MATH 310 or MATH 320)
Deterministic models and methods in operations research. Simplex method, sensitivity analysis, integer programming and network algorithms. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly.

ISYE 350 | MANUFACTURING PROCESSES
Units: 3 Repeatability: No
Prerequisites: (MENG 311 or ENGR 311) and MENG 210
Corequisites: ISYE 350L
Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metals, polymers, composites, etc.) into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

ISYE 350L | MANUFACTURING PROCESSES LABORATORY
Units: 1 Repeatability: No
Corequisites: ISYE 350
Applications of theoretical concepts learned in the Manufacturing Processes lecture class to design products, develop computer codes for machining, and produce parts out of various starting materials such as metals and plastics while considering quality, cost and sustainability implications. Manufacturing methods include, but not limited to: computer numerical control (CNC) machining, computer-aided manufacturing (CAM), welding, plastics forming, and design for manufacturing and assembly.

ISYE 380 | SUSTAINABILITY AND ENGINEERING
Units: 3 Repeatability: No
The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

ISYE 385 | TECHNOLOGY, ENVIRONMENT AND SOCIETY
Units: 3 Repeatability: No
Prerequisites: ISYE 380 (Can be taken Concurrently) or ISYE 330
An interdisciplinary course that evaluates options for improving energy and resource productivity from the perspective of technology, economics, natural ecosystems, and public policy. Course covers methods for analyzing the environmental impacts of industrial and consumer activities. Topics include industrial ecosystems, life cycle assessments, and policy options for environmental sustainability. Analysis of the balance between resource availability and demand, and the relationship between energy use and technology will be explored. Prior completion of ISYE 380 recommended.

ISYE 391W | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
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.

ISYE 410 | HUMAN FACTORS
Units: 3 Repeatability: No
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.

ISYE 420 | SIMULATION OF PRODUCTION AND SERVICE SYSTEMS
Units: 4 Repeatability: No
Prerequisites: (ENGR 121 or COMP 110) 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 Repeatability: No
Prerequisites: ISYE 335
Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to develop models and improve quality and performance of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional factorial experimental designs, screening designs, optimality designs, and response surface designs. Fall semester.

ISYE 440 | OPERATIONS RESEARCH II
Units: 3 Repeatability: No
Prerequisites: ISYE 330 with a minimum grade of C- 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 Repeatability: No
Prerequisites: ISYE 350 and (ENGR 121 or COMP 110 or COMP 150)
Introduction to principles of manufacturing automation and analysis of automated systems. Topics include process and machine control, control systems, programmable logic controllers, robotics, computer vision and material handling systems. Two hours lecture and one two-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 Repeatability: No
Prerequisites: ISYE 310 and 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 480 | DATA SCIENCE AND ANALYTICS
Units: 3 Repeatability: No
Prerequisites: ISYE 330 and (ENGR 121 or COMP 110)
Course explores different types of statistical methods for analyzing data. The course begins with a focus on measurement, inferential statistics, and causal inference. Then different techniques are applied for analyzing and viewing data with a strong focus on applying this knowledge to real-world data problems. Topics in quantitative techniques include descriptive and inferential statistics, regression, classification, clustering, and machine learning (ML) algorithms. Three hours of lecture weekly.

ISYE 491 | ISYE SENIOR DESIGN PREPARATION
Units: 1 Repeatability: No
Corequisites: ISYE 420, ISYE 430, ISYE 470
In this course, students will complete preliminary work to prepare for ISYE 492 Senior Design Project. This includes project sponsor onboarding logistics/ paperwork and drafting preliminary project charter including problem statement and Gantt chart.

ISYE 492 | INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ISYE 220 and ISYE 310 and ISYE 320 and ISYE 335 and ISYE 470 and ISYE 491 and (ISYE 350 or ISYE 420) and (ISYE 350 (Can be taken Concurrently) and ISYE 440 (Can be taken Concurrently))
This is the industrial and systems engineering capstone senior design course in which students work in teams in collaboration with a faculty mentor and project sponsor on an open-ended design project. Students will apply various principles of industrial and systems engineering, knowledge and skills acquired throughout the curriculum to develop a sustainable and implementable solution to a real-world problem while considering design constraints. Written and oral reports, design reviews, final project report and presentation are expected as part of students' deliverables in this course.

ISYE 494 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

ISYE 496 | ISYE UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
A faculty-directed research project supervised by a faculty mentor in the Industrial and Systems Engineering department. Project deliverables could include (but are not limited to) literature research, project planning, experimental designs and execution, data collection/analysis, hypothesis testing, model validation, and report writing. Course may be taken pass/fail or for letter grade, 1 – 3 semester units, and may be repeated for credits with a maximum of 3 units counted towards ISyE program elective requirement (with letter grade only). Requires departmental approval of Undergraduate Research form prior to registration.

ISYE 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

Information Technology Mgmt (ITMG)

ITMG 100 | INFORMATION SYSTEMS
Units: 3
Core Attributes: First Yr Integration (LC Only)
An introductory course on how technology and information systems impact business organizations. In addition to learning business information systems best practice you learn each of the four Microsoft Office (Excel, Access, Word and PowerPoint) software applications and be able to apply them successfully to problem solving scenarios. This course will also prepare you to take the Microsoft Office Specialist Certification in Excel.

ITMG 294 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ITMG 310 | BUSINESS & ORGANIZATIONAL APPLICATION PROGRAMMING & DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on developing programming skills for business and organizational applications.

ITMG 320 | DATABASE DESIGN AND BUSINESS INTELLIGENCE IMPLEMENTATION
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
The theory and practice of designing and modifying database management information systems for the use of business intelligence implementation. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods for business use; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, database design and business intelligence implementation projects, and student presentations.

ITMG 330 | ELECTRONIC COMMERCE
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course will help you better understand the emerging online technologies and trends and their influence on the electronic commerce marketplace. Topics include the Ecommerce fundamentals, Ecommerce business strategy, supply chain management, customer relationship management, and implementation of ecommerce such as analysis, design and maintenance.

ITMG 340 | INTRODUCTION TO WEB SITE DESIGN
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Creating websites for business purposes, and learn the essential tools for web site development. The instruction will include planning a web site, understanding the principles and elements of web site design. page optimization, and evaluating web site effectiveness. Teaching methods include mostly hands-on skill building using the latest software available for web design.

ITMG 350 | MANAGEMENT INFORMATION SYSTEMS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-
A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. The emphasis is threefold: to understand an analytic, integrative approach for thinking about (information) systems; to understand the uses of information technology to the success of organizations and competitive advantage; and to reinforce your skills using the latest server and Internet applications for managerial problem-solving and productivity. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; methods of information management decision making; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, hands on training with current business software, community service-learning, technical writing, and presentations.

ITMG 360 | COMPUTER NETWORKS, SECURITY, AND FORENSICS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configuration used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing networking software.

ITMG 376 | GIS APPLICATIONS IN BUSINESS
Units: 3 Repeatability: No
Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

ITMG 440 | INTERACTIVE MOBILE AND WEB APPLICATION DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software.

ITMG 494 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An in-depth analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

ITMG 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of information technology management under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor’s and department chair’s approvals.

ITMG 498 | INTERNSHIP IN I.S./E.C.
Units: 1-3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

ITMG 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

Intercollegiate Athletics (IATH)

IATH 010 | PRACTICE SCHEDULES
Units: 0

IATH 100 | BASEBALL
Units: 1

IATH 101 | BASKETBALL MEN
Units: 1

IATH 102 | BASKETBALL WOMEN
Units: 1

IATH 103 | CREW MEN
Units: 1

IATH 104 | CREW WOMEN
Units: 1 Repeatability: Yes (Can be repeated for Credit)

IATH 105 | CROSS COUNTRY MEN
Units: 1

IATH 106 | CROSS COUNTRY WOMEN
Units: 1

IATH 107 | FOOTBALL
Units: 1

IATH 108 | GOLF
Units: 1

IATH 109 | SOCCER MEN
Units: 1

IATH 110 | SOCCER WOMEN
Units: 1

IATH 111 | SOFTBALL WOMEN
Units: 1

IATH 112 | SWIMMING AND DIVING
Units: 1

IATH 113 | TENNIS MEN
Units: 1

IATH 114 | TENNIS WOMEN
Units: 1

IATH 115 | VOLLEYBALL
Units: 1

Humanities (HUMN)

HUMN 490 | THESIS PREPARATION SEMINAR
Units: 1 Repeatability: No
This course precedes the 3-unit HUMN 495 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 495, 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 495 | SENIOR RESEARCH SEMINAR
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
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.

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

Italian (ITAL)

ITAL 101 | FIRST SEMESTER ITALIAN
Units: 3 Repeatability: No
Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing. Students with no previous knowledge of Italian must complete the Waiver for 101 on the Department's website (https://www.sandiego.edu/cas/languages/requirements-and-placement/). Students with some knowledge of Italian must take the USD Placement Exam on the same website and register in the appropriate level. Every semester.

ITAL 102 | SECOND SEMESTER ITALIAN
Units: 3
Prerequisites: ITAL 101 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN ITALIAN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 141 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 142 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE
Study at the lower-division level of a topic in Italian literature, film and/or culture with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 194 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

ITAL 201 | THIRD SEMESTER ITALIAN
Units: 3
Core Attributes: Second language competency
Prerequisites: ITAL 102 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 201
Review and expansion of language structures, as well as practice in reading, composition and conversation in preparation for upper-division work.

ITAL 294 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 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.

ITAL 301 | WRITING AND COMPOSITION IN ITALIAN
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: ITAL 202
Study of relevant aspects of Italian culture, politics and society, and of key moments in Italian history, with a focus on the development of oral communication skills.

ITAL 303 | ADVANCED WRITING FOR THE PROFESSIONS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ITAL 202
Focus on the development of reading and writing skills through the analysis of authentic texts, and the practice of modes of written expression that may be used in a variety of professional and academic settings.

ITAL 304 | CULTURES OF EARLY MODERN ITALY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
An interdisciplinary study of the cultures and society of Early Modern Italy (from the Middle Ages to the 17th century).

ITAL 320 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 301 or ITAL 302 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394
Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the "Italian" language to the 17th century.

ITAL 321 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394
Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

ITAL 340 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
Study at the third-year level of a topic in literature, film and culture. (Repeatable if topic differs).

ITAL 341 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Study at the third-year level of a topic in Italian literature, film and culture with a domestic focus. (Repeatable if topic differs).

ITAL 342 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: ITAL 202
Study at the third-year level of a topic in literature, film and culture with a global focus. (Repeatable if topic differs).

ITAL 347 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE IN TRANSLATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Study at the third-year level of a special topic in Italian literature, film and culture in translation. Repeatable if topic differs.

ITAL 394 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
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. May be taken for credit each time topic changes.

ITAL 403 | STUDIES IN ITALIAN FILM
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of Italy's rich cinematic tradition. The course can be repeated when the topic changes.

ITAL 410 | STUDIES IN MEDIEVAL AND RENAISSANCE ITALY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy. This course can be repeated for credit when the topic changes.

ITAL 411 | STUDIES IN MODERN AND CONTEMPORARY ITALY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of relevant aspects of the literature, culture and society of modern and contemporary Italy. This course can be repeated for credit when the topic changes.

ITAL 413 | STUDIES IN THE ITALIAN DIASPORA WITH A DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year
A study of works dealing with the Italian diaspora and the shifting definition of Italianness in North America with a focus on diversity, inclusion and social justice. The course can be repeated when the topic changes.

ITAL 420 | DANTE AND HIS TIMES
Units: 3 Repeatability: No
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 440 or ITAL 442 or ITAL 494 or ITAL 499)
A study of Dante's Divina Commedia and other selected works in their literary and historical context.

ITAL 440 | TOPICS IN ITALIAN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 442 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 442 or ITAL 494 or ITAL 499)
Study at the fourth-year level of a topic in literature and culture. (Repeatable if topic differs).

ITAL 442 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE – GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 499)
Study at the fourth-year level of a topic in literature, film and culture with a global focus and an emphasis on issues related to diversity, inclusion and social justice. The course can be repeated when the topic changes.

ITAL 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Supervised internships with local agencies such as the San Diego Italian Film Festival. Contact the Director of Italian to request information.

ITAL 494 | SPECIAL TOPICS IN ITALIAN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 499) and (ITAL 301 or ITAL 302 or ITAL 303 or ITAL 304 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 347 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 442 or ITAL 499)
Study of special topics in Italian literature, language, 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.

ITAL 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

ITAL 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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 (JAPN)

JAPN 101 | FIRST SEMESTER JAPANESE
Units: 3-4
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN JAPANESE LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 141 | TOPICS IN JAPANESE LITERATURE, FILM, CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 142 | TOPICS IN JAPANESE LITERATURE, FILM OR CULTURE–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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 152 | JAPANESE CULTURE AND CONVERSATION
Units: 3

JAPN 194 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

JAPN 201 | THIRD SEMESTER JAPANESE
Units: 3-4
Core Attributes: Second language competency
Prerequisites: JAPN 102 or Passing the appropriate departmental placement test within the previous year
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: 3-4
Prerequisites: JAPN 201 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 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.

JAPN 299 | INDEPENDENT STUDY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Independent Study at the lower-division level.

JAPN 301 | CONVERSATION AND COMPOSITION
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202
This course strengthens students' language foundation in all aspects of modern Japanese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

JAPN 302 | CONTEMPORARY JAPAN: CULTURE, POLITICS AND SOCIETY
Units: 3 Repeatability: No
Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202
This course introduces students to multiple aspects of Japanese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Japanese.

JAPN 394 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 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 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Japanese language skills will be utilized.

JAPN 494 | SPECIAL TOPICS IN JAPANESE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the fourth-year level of a special topic in Japanese language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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.

Language (LANG)

LANG 101 | 1ST SEMESTER LANGUAGE
Units: 1-5

LANG 102 | SECOND SEMESTER LANGUAGE
Units: 3-5

LANG 140 | TOPICS IN LANGUAGE, LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area
Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LANG 141 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a domestic focus. This course is taught in English and will not satisfy the Language Core requirement.

LANG 142 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY–GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in literature, cultural diversity and inclusion, with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

LANG 194 | SPECIAL TOPICS IN LANGUAGE, LITERATURE OR CULTURE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LANG 201 | THIRD SEMESTER LANGUAGE
Units: 3

LANG 292 | TUTORING
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: ARAB 201 or ARAB 202 or CHIN 201 or CHIN 202 or FREN 201 or FREN 202 or GERM 201 or GERM 202 or GREK 201 or GREK 202 or ITAL 201 or ITAL 202 or JAPN 201 or JAPN 202 or LATN 201 or LATN 202 or SPAN 201 or SPAN 202
Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

LANG 294 | SPECIAL TOPICS IN LANGUAGE, LITERATURE OR CULTURE
Units: 1-3 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. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

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.

LANG 392 | TUTORING
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: ARAB 202 or CHIN 202 or FREN 202 or GERM 202 or GREK 202 or ITAL 202 or JAPN 202 or LATN 202 or SPAN 202 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

LANG 493 | LANGUAGE WRITING CONSULTANT
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: CHIN 202 or FREN 202 or GERM 202 or ITAL 202 or SPAN 202 or CHIN 301 or FREN 301 or GERM 301 or ITAL 301 or SPAN 301 or SPAN 311 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Supervised participation as a second/heritage language writing consultant of students enrolled in fourth semester or upper-division courses. The course entails holding writing consulting sessions for three hours per week, completion of homework (weekly reports), as well as mandatory attendance at biweekly training sessions during the semester. The course does not satisfy the second language requirement. Elective credit only (does not count towards the major or minor).

Latin (LATN)

LATN 101 | FIRST SEMESTER LATIN
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 or Passing the appropriate departmental placement test within the previous year
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 140 | TOPICS IN LATIN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

LATN 147 | THE INVENTION OF LOVE IN ROMAN LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
This course introduces students to Latin literary texts in translation. How did Roman poets like Catullus, Propertius, and Tibullus, in addition to Vergil and Ovid engage romantic love, sexual love, jealousy, and death in their works? This course proposes that the love poem as traditionally understood in the Western literary tradition was created by these Roman poets writing (mostly) in the second half of the 1st cent. BCE. This course is taught in English and satisfies the core requirement for Literary Inquiry, but does not satisfy the core Second Language requirement.

LATN 194 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in Latin language, literature, or culture. This course is taught in English and will not satisfy the Language Core requirement.

LATN 201 | THIRD SEMESTER LATIN
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or 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 or Passing the appropriate departmental placement test within the previous year
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 294 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: LATN 202
Study at the lower-division level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

LATN 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: No
Independent study at the lower-division level.

LATN 394 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: LATN 202
Study at the third-year level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

LATN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Latin language skills will be utilized.

LATN 494 | SPECIAL TOPICS IN LATIN
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the fourth-year level of a special topic in Latin language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

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.

Latin American Studies (LATS)

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.

Leadership Studies (LEAD)

LEAD 150 | EMERGING LEADERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible 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 163 | LEADERSHIP IN SPORTS
Units: 3 Repeatability: No
This course provides students the opportunity to increase their capacity to exercise leadership through the lens of sports. Using sports as a frame of reference, students will analyze the complexity of leadership across various organizations, teams, coaches, players, and themselves, while also examining how gender, race, nationality, and culture impact leadership in sports. The class introduces students to different leadership theories to analyze successful and unsuccessful sport organizations, teams, and players. Students will reflect upon, critique, and report on significant historical sporting events, examine current events, and reflect on their own experiences with leadership in sports.

LEAD 165 | PRESIDENT'S LEADERSHIP CLASS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Non-Core Attributes: Experiential, Other
Prerequisites: LEAD 150
This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

LEAD 179 | 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 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR
Units: 1 Repeatability: No
This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

LEAD 240 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Restorative justice is a global social movement with applications ranging from (a) the way a teacher responds to minor misbehavior in school classroom, (b) a prosecutor's diversion of a case toward a restorative process and away from incarceration, and (c) a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenge the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and will explore a variety of applications.

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 Repeatability: No
Core Attributes: Domestic Diversity level 2
This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. 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 in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. 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 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-
This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, and they will synthesize, integrate, and apply Leadership concepts into their Academic Major; demonstrating understanding of interconnected and advanced levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The final Integration Core Project has an individual and group component, which builds on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

LEAD 352 | FUNDRAISING AND NONPROFIT MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Domestic Diversity level 1
Non-Core Attributes: Community Engagement, Experiential
Nonprofits are deeply integrated and integral part of how Americans live, prosper, improve, and serve their communities. This innovative, project-based course provides students theoretical framework, historical background, practical knowledge, and professional skills in fundraising and nonprofit management. Students will study issues critical in the management of nonprofits and foundations, develop oral competencies and engage directly with current nonprofit leaders. Students will reflect on their personal values and examine issues of diversity, equity, and inclusion in the nonprofit sector. At the conclusion of the course, students will be able to discern well- managed nonprofits, communicate contemporary nonprofit issues and make informed contributions in the form of practical solutions.

LEAD 356S | 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 360 | GLOBAL LEADERSHIP:EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP
Units: 3
Prerequisites: LEAD 160
Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

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 with a minimum grade of D
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 | EXPERMENTAL 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. 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 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C- or LEAD 485 with a minimum grade of C-
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, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

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 415 | SOCIAL ENTERPRISE AND INNOVATION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION
Units: 2 Repeatability: No
Prerequisites: LEAD 352 or LEAD 485
A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352 or LEAD 485. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

LEAD 420 | VOLUNTEER ENGAGEMENT
Units: 1 Repeatability: No
Prerequisites: LEAD 352
This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

LEAD 485 | LEADING HIGH IMPACT NONPROFITS
Units: 3 Repeatability: No
The purpose of this course is to explore topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration.

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.

Liberal Studies (LBST)

LBST 100 | FOUNDATIONS IN LIBERAL STUDIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
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 the 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. Additionally, this course has been designed so that participants with different interests can shape their own learning and maximize their own intellectual and educational interests.

LBST 495 | SENIOR SEMINAR IN LIBERAL STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration
Prerequisites: LBST 100
The Liberal Studies major culminates in the capstone course in which the student will meaningfully connect the concentration area to course work taken and complete a semester-long research project. This is an opportunity to participate in an in-depth intellectual examination of an area of personal and academic interest. 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 a future educator. Each student will create a research project that exemplifies an ability to integrate the area of concentration to examine a complex issue, problem, or phenomenon that in some way relates to their role as future teachers. One or more class presentations are typically required in addition to a substantial written work.

Library Science (LIBR)

LIBR 101 | RESEARCH METHODS
Units: 1.5-3
The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

LIBR 103 | INFORMATION LITERACY AND RESEARCH STRATEGIES
Units: 3 Repeatability: No
Non-Core Attributes: Undergraduate Research
This course is designed to be practical and theoretical in scope. Instructors will use a combination of lecture, discussion, and research projects to teach technological and critical thinking skills. Students will explore different types of literacies and understand concepts of intellectual property and the ethics of access. The course framework includes understanding the value of information, research and scholarship as inquiry, and searching as strategic exploration.

LIBR 294 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Selected topics in library and information science not covered in other courses. May be repeated for credit with different course content. See list of offerings each semester.

LIBR 494 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of advanced topics in library and information science. May be repeated for credit with different course content. See list of offerings each semester.

LIBR 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual study and written research working in close collaboration with a library faculty. Pre-requisite consent of instructor.

Management (MGMT)

MGMT 294 | SPECIAL TOPICS IN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MGMT 300 | ORGANIZATIONAL BEHAVIOR
Units: 3 Repeatability: No
The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises. Note: Students may take this course after successfully completing 45 units.

MGMT 301 | ORGANIZATIONAL THEORY AND GLOBAL LEADERSHIP
Units: 3
Prerequisites: MGMT 300
In today's global environment successful business leaders must understand theories of organizational design, structure, development, and effectiveness both domestically and abroad. Topics in this macro-oriented course include a number of international and contemporary management issues, including limitations in traditional views of leadership and the need for a more comprehensive view of how leadership works in organizations throughout the world. The relationship of leadership to culture and gender in organizations is explored, and practical leadership skills crucial to organizational effectiveness in a global business environment are integrated into the course through experiential learning exercises and interactive simulations.

MGMT 302 | FAMILY BUSINESS
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This course is equivalent to ENTR 302.).

MGMT 303 | INTERPERSONAL RELATIONS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MGMT 300
An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations.

MGMT 304 | ENTREPRENEURSHIP AND NEW VENTURES
Units: 3 Repeatability: No
Prerequisites: FINA 300 and MGMT 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to ENTR 304.).

MGMT 305 | CAREER DEVELOPMENT
Units: 3 Repeatability: No
Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management.

MGMT 306 | WOMEN IN MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

MGMT 307 | HUMAN RESOURCE MANAGEMENT
Units: 3
Prerequisites: MGMT 300
An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization.

MGMT 308 | SMALL BUSINESS MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: MGMT 300 and FINA 300 and MKTG 300
Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm.

MGMT 309 | INTERNATIONAL COMPARATIVE MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.).

MGMT 310 | INNOVATION AND DESIGN THINKING
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

MGMT 311 | BUSINESS LEADERSHIP
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MGMT 300
This course is designed to provide students with a comprehensive understanding of the theories, practices, and ethics of leadership; specifically, the impact of leadership within a business environment. Students will be provided with the knowledge and skills necessary to enhance their ability to be effective leaders. A systematic approach to leadership development is emphasized through contemporary readings on leadership, files, and experiential exercises.

MGMT 312 | GLOBAL SOCIAL ENTREPRENEURSHIP
Units: 3 Repeatability: No
Prerequisites: MGMT 300
Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems.

MGMT 333 | TORERO VENTURES LAB
Units: 3 Repeatability: No
The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

MGMT 414 | INTERNATIONAL MANAGEMENT CONSULTING
Units: 3 Repeatability: No
Prerequisites: MGMT 300
This management consulting project-based course will provide participants with instruction and practical experience in conducting a consulting project with an international approach. Students work in teams to design and develop solutions to a business problem or strategic initiatives for a company. You will learn and demonstrate your ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, allocate responsibilities to team members, and interact with your client. The course is a combination of class sessions, instructor-individual team conferences, student team meetings, research, team-client meetings, report writing, and presentation of consulting activity/ project results.

MGMT 492 | STRATEGY SIMULATION
Units: 3
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters.

MGMT 494 | SPECIAL TOPICS IN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MGMT 300
An in-depth analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MGMT 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of management under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major.

MGMT 497 | STRATEGIC MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MGMT 300 and FINA 300 and DSCI 300 and (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C- and ACCT 201 with a minimum grade of C- and (ITMG 100 with a minimum grade of C- or BUSN 101 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to final year seniors.

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

Marital & Family Therapy (MFTS)

MFTS 365 | CURRENT APPROACHES TO PEER ASSISTANCE
Units: 3
Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Examples of college student areas to explore include substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, crisis intervention, ethics, diversity dimensions, and skills to apply this knowledge as peer counselors. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

MFTS 366 | APPLIED EXPERIENCE IN PEER ASSISTANCE
Units: 2 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MFTS 365
This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer coaches for students identified “at-risk” (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified though early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women’s Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

MFTS 400 | INTRODUCTION TO MARITAL AND FAMILY THERAPY
Units: 3
Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interesting in pursuing careers in mental health services and medicine.

Marketing (MKTG)

MKTG 294 | SPECIAL TOPICS IN MARKETING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MKTG 300 | FUNDAMENTALS OF MARKETING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Oral communication competency
Prerequisites: ECON 101 with a minimum grade of C-
This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

MKTG 301 | SERVICES MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 303 | FUNDAMENTALS OF MARKETING ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C-
This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. The course content is equivalent to MKTG 300, Fundamentals of Marketing. However, it does not satisfy any USD core curriculum requirements.

MKTG 305 | GLOBAL MARKETING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course provides 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. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

MKTG 306 | GLOBAL MARKETING ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: MKTG 300 or MKTG 303
This course provides 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. The course content is equivalent to MKTG 305, Global Marketing. However, it does not satisfy any USD core curriculum requirements. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

MKTG 308 | FASHION MARKETING
Units: 3 Repeatability: No
Prerequisites: MKTG 300
This course will examine the fashion industry, the fourth largest sector of the global economy valued at 3 trillion dollars, through a marketing lens. Our cross-cultural and multidisciplinary exploration will approach fashion as an artistic expression of daily human life shaped by political, economic, social and cultural forces. We will analyze the development of the human wardrobe as a creative commercial product; address cultural sensitivity and ethics in fashion marketing; examine the impact of the sustainability movement on fashion; and discuss the digital future of fashion brands. During the semester-long journey across the globe, students will express their own creativity in fashion styling and fashion brand storytelling. Class sessions will aim to be highly interactive and will consist of discussions, exercises, videos, some lectures, and student projects and presentations. All attempts will be made to bring in engaging guest speakers.

MKTG 330 | PROFESSIONAL SELLING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 | SOCIAL MEDIA MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course introduces the student to the complexities, challenges, and opportunities that social and new media create for marketers. The course covers topics including the role of social media in marketing, conducting a social media audit, creating and managing brand presences on social media, creating unpaid and paid social content, native advertising and influencers, and differences with online video. Students will work hands-on with relevant social media tools and analytics, with a dual focus on strategic understanding and tactical campaign development.

MKTG 341 | DIGITAL MARKETING
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 a focus on digital strategy and implementation. There is a dual focus on both theory and application concerning the digital elements of marketing variables: online consumer behavior; search engine marketing; web development; content creation & email marketing; and analytics. A special focus is placed on hands-on, experiential learning.

MKTG 350 | ADVERTISING AND PROMOTION
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course provides an understanding of communication theory, branding, strategic planning, creative tactics, and media planning within the integrated marketing communications (IMC) paradigm. The roles of advertising, direct marketing, digital and social media marketing, sales promotion, and public relations are examined. Students practice the skills necessary to plan, execute, and coordinate an IMC project or campaign.

MKTG 351 | ADVERTISING CAMPAIGNS
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 | PUBLIC RELATIONS
Units: 3 Repeatability: No
Prerequisites: ECON 101 and (MKTG 300 or MKTG 303)
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 Repeatability: No
Prerequisites: (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course emphasizes 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 411 | MARKETING ANALYTICS
Units: 3 Repeatability: No
Prerequisites: (MKTG 300 or MKTG 303) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course takes an applied, data-driven, approach to marketing decisions such as measuring the effectiveness of promotions, pricing strategy, and market segmentation. Students will study marketing problems and learn how different types of data and methodologies can be used to solve these problems. Students will learn both descriptive and predictive techniques to help make marketing decisions.

MKTG 413 | MARKETING RESEARCH ALTERNATIVE
Units: 3 Repeatability: No
Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C-
This course emphasizes 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. The course content is equivalent to MKTG 410, Marketing Research. However, it does not satisfy any USD core curriculum requirements.

MKTG 420 | CONSUMER BEHAVIOR
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
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 435 | BUSINESS OF HEALTHCARE
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and MKTG 300
This course is designed for students interested in a career in any of the sectors that comprise the healthcare value chain. Pharmaceutical, biotechnology, diagnostic and device manufacturers in addition to traditional hospitals form a significant part of the healthcare industry. Students with an interest in marketing, operations, finance, project management, law, and nursing will find this course of value because it offers opportunities to explore topics related to efficiency, equity, access and effectiveness of healthcare. Note: Non-business majors and economics majors may request a waiver of the prerequisites from the marketing department chair and instructor if the student has relevant experience or background.

MKTG 440 | BRAND MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course outlines how brand management is a fundamental element of competitive strategy. It explores the principles that determine success or failure in managing a brand, and the decisions brand managers face managing their brands. The course offers a thorough perspective of brand management as a discipline and as a career.

MKTG 480 | ADVANCED MARKETING PROJECT
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. This course may involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit.

MKTG 494 | SPECIAL TOPICS IN MARKETING
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MKTG 300 or MKTG 303
An in-depth analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

MKTG 495 | MARKETING STRATEGY
Units: 3 Repeatability: No
Prerequisites: ECON 101 with a minimum grade of C- and (MKTG 300 or MKTG 303)
This is the capstone course for marketing majors. Students examine the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics include the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Senior standing is required.

MKTG 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of marketing under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

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

Mathematics (MATH)

MATH 100 | FUNDAMENTALS OF ALGEBRAIC REASONING
Units: 3 Repeatability: No
The goal of this course is to develop fundamental algebra skills and mathematical intuition in order to prepare students for mathematics courses that satisfy the mathematical reasoning and quantitative reasoning core requirements at USD. Students will build mathematical intuition by modeling real life situations using mathematical tools. Students will develop skills for solving algebraic equations, simplifying expressions, and solving problems. Students will investigate linear, polynomial, and rational expressions through the lenses of verbal, graphical, numerical, and algebraic representations.

MATH 110 | INVESTIGATIONS IN MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
Prerequisites: MATH 090 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Mathematics is much more than calculation; it is an imaginative and creative endeavor that studies all sorts of patterns and structures, many of which are beautiful, intriguing, and applicable to the real world. This course will explore some surprising and rewarding mathematical ideas in areas that could include games, fractals, ciphers, elections, finance, risk measurement, the nature of infinity, or others. Along the way, students may confront issues that challenge their intuition, gain sharper analytical reasoning skills, and experience mathematical questions that have remained unsolved for hundreds of years. This course does not serve as a prerequisite to MATH 120, MATH 130, MATH 150, or MATH 200.

MATH 115 | COLLEGE ALGEBRA
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 090 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs.

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 Repeatability: No
Core Attributes: Quantitative reasoning comp
Prerequisites: MATH 115 or MATH 130 or MATH 150
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
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 with a minimum grade of C-
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 (2MTH or 3MTH).

MATH 133 | BUSINESS CALCULUS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: Passing the appropriate departmental placement test within the previous year or MATH 115 with a minimum grade of C-
This course provides an introduction to differential calculus in the context of business applications, and mathematical finance. Additional business applications of linear algebra as time allows. Students may not receive credit for both MATH 133 and MATH 130. This course is intended for students in the School of Business. This course should not be taken as a substitute for MATH 130 by non-business majors or students who are undecided on their major.

MATH 150 | CALCULUS I
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving
Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references.

MATH 151 | CALCULUS II
Units: 4 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150 with a minimum grade of C-
Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references.

MATH 200 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I
Units: 3 Repeatability: No
Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-
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.

MATH 250 | CALCULUS III
Units: 4
Prerequisites: MATH 151 with a minimum grade of C-
Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references.

MATH 260 | FOUNDATIONS OF HIGHER MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150
Mathematics is a creative endeavor based on reasoning, discovery and justification. In higher mathematics we explore, conjecture, and formally prove theorems about the behavior of abstract objects that model different aspects of reality. This course is an introduction and transition to the goals, tools, and subject matter of higher mathematics, including logic, the methods and structure of mathematical proof, mathematical induction, basic set theory, creative problem solving, and mathematical writing and communication. Students may not receive credit for taking both MATH 260 and MATH 262.

MATH 262 | DISCRETE MATHEMATICS
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Prerequisites: MATH 150
This course introduces students to discrete mathematical structures, in contrast to the continuous ones studied in calculus. It also serves as a gateway to higher mathematics, which is a creative endeavor based on reasoning, discovery, and justification, using abstract objects to model different aspects of reality. Core topics of the course, which emphasize creative problem solving and algorithmic thinking, include sets and functions, graph theory, induction and recursion, and logic and proof, with additional topics selected from number theory, combinatorics and probability.

MATH 294 | SPECIAL TOPICS IN MATHEMATICS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: MATH 151 with a minimum grade of C-
Topics of special interest chosen by the instructor.

MATH 299 | LOWER DIVISION INDEPENDENT STUDY IN MATHEMATICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent lower division study of mathematics under the supervision of a member of the mathematics faculty.

MATH 300 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II
Units: 3 Repeatability: No
Prerequisites: MATH 200 with a minimum grade of C
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.

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 Repeatability: No
Prerequisites: MATH 151 with a minimum grade of C-
Matrix algebra, ordinary differential equations, and operational techniques. Students may not receive credit for both MATH 310 and MATH 330 (mutually exclusive).

MATH 311 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING II
Units: 3-4 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and MATH 310 with a minimum grade of C-
Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis.

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 Repeatability: No
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
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.

MATH 325 | HISTORY OF MATHEMATICS
Units: 3 Repeatability: No
Prerequisites: MATH 250 and (MATH 260 or MATH 160 or MATH 222 or MATH 262)
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.

MATH 330 | ORDINARY DIFFERENTIAL EQUATIONS
Units: 3 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications.

MATH 331 | PARTIAL DIFFERENTIAL EQUATIONS
Units: 3
Prerequisites: MATH 330 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 151 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 110 with a minimum grade of C-
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.

MATH 341 | NUMERICAL ANALYSIS II
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and MATH 340 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)
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 with a minimum grade of C-
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 Repeatability: No
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
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.

MATH 360 | REAL ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-
Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is an introduction to analysis of functions of one real variable.

MATH 361 | TOPICS IN ANALYSIS
Units: 3 Repeatability: No
Prerequisites: MATH 360 with a minimum grade of C-
Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is a continuation of MATH 360.

MATH 365 | COMPLEX FUNCTION THEORY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
Analytic function theory; power series, analytic continuation, conformal mapping, and applications.

MATH 370 | THEORY OF NUMBERS
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
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.

MATH 375 | ABSTRACT ALGEBRA
Units: 3 Repeatability: No
Prerequisites: MATH 320 with a minimum grade of C-
Abstract algebra is the study of operations like addition and multiplication that act on objects other than numbers, such as vectors, matrices, polynomials, functions, transformations, and symmetries. This course is an introduction to the basic structures of abstract algebra: groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and their applications to other branches of mathematics.

MATH 380 | GEOMETRY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
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.

MATH 385 | TOPOLOGY
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-
Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness.

MATH 388 | MATHEMATICAL LOGIC
Units: 3 Repeatability: No
Prerequisites: (MATH 260 with a minimum grade of C- or MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-
Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic.

MATH 395 | MATHEMATICAL PROBLEM SOLVING SEMINAR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MATH 151 with a minimum grade of C-
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 440 | MATHEMATICAL MODELING IN ECOLOGY
Units: 4 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: (MATH 160 or MATH 222) and (MATH 310 or MATH 330)
An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440. Students may not receive credit for taking both MATH 440 and MATH 445.

MATH 444 | FORUM
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
Prerequisites: MATH 320 and (MATH 325 or MATH 330 or MATH 331 or MATH 340 or MATH 341 or MATH 350 or MATH 351 or MATH 355 or MATH 360 or MATH 361 or MATH 365 or MATH 370 or MATH 375 or MATH 380 or MATH 385 or MATH 388 or MATH 445)
The goal of this capstone mathematics course is to improve the ability to communicate mathematics, both written and oral, to a general and technical audience. In the process, students are exposed to a broad range of topics from modern and classical mathematics, and increase their familiarity with the culture of mathematics. This course fulfills the upper division writing and oral communication requirements.

MATH 445 | MATHEMATICAL MODELING
Units: 3
Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C-
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 493 | MATH EDUCATION FIELD EXPERIENCE
Units: 1-3 Repeatability: No
Non-Core Attributes: Experiential
The goal of this course is to provide students who are working towards a single subject credential in mathematics with a supervised field experience working with pre-college learners of mathematics. The students must not only work with students learning mathematics, they must also reflect on that experience. They will write a paper of at least five pages in length in which they reflect on their experience, including any lessons they have learned for their future as credentialed mathematics teachers. This course is only for students who are intending to become pre-college teachers of mathematics.

MATH 494 | SPECIAL TOPICS IN MATHEMATICS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor.

MATH 496 | DIRECTED RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Undergraduate Research
Independent research directed by a faculty member.

MATH 498 | INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: 1-3 Repeatability: Yes (Can be repeated for Credit)
Student reading in selected special topics; student presentations. May be repeated for credit once with a different topic. Only six units of MATH 499 will count towards completion of the Mathematics major. Additional units of MATH 499 will only count as units towards graduation.

Mechanical Engineering (MENG)

MENG 210 | STATICS
Units: 3 Repeatability: No
Prerequisites: PHYS 270 and MATH 150
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 Repeatability: No
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 294 | SPECIAL TOPICS IN MECHANICAL ENGINEERING
Units: 1-4 Repeatability: Yes (Can be repeated for Credit)
Special topics seminar in areas of special interest to mechanical engineering. May be repeated for credit with a different topic.

MENG 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

MENG 300 | APPLIED THERMODYNAMICS
Units: 3-4
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 311 | MATERIALS SCIENCE AND ENGINEERING
Units: 3 Repeatability: No
Prerequisites: CHEM 151 and CHEM 151L and MATH 151
Basic concepts of material structure and its relation to properties; atomic structure; mechanical properties; engineering applications; introduction to semiconductor materials.

MENG 321 | MATLAB PROGRAMMING AND PROBLEM SOLVING
Units: 1 Repeatability: No
Prerequisites: COMP 110 and MENG 210
Computer programming in Matlab with elementary numerical analysis of engineering problems. Arithmetic and logical operations, arrays, graphical representation of computations, symbolic mathematics, solution of equations, and introduction to data structures.

MENG 350 | MANUFACTURING PROCESSES
Units: 3 Repeatability: No
Prerequisites: MENG 210 and (MENG 311 or ENGR 311)
Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metal, polymers, and ceramics) into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

MENG 350L | MANUFACTURING PROCESSES LABORATORY
Units: 1 Repeatability: No
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 Repeatability: No
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 Repeatability: No
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 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MENG 260 and MATH 250 and MATH 310
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 365 | WATER IN CALIFORNIA AND ISRAEL: CHALLENGES AND SOLUTION
Units: 3 Repeatability: No
Prerequisites: MENG 360 (Can be taken Concurrently)
Discussion of the hydrological cycle, distribution of water resources, water delivery and treatment infrastructure, as well as wastewater management. Focus on water challenges and solutions in California and Israel.

MENG 370 | MECHANICS OF MATERIALS
Units: 3 Repeatability: No
Prerequisites: MENG 210
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 Repeatability: No
Prerequisites: MENG 370 (Can be taken Concurrently)
Laboratory for MENG 370. Three-hour laboratory weekly. Spring semester.

MENG 375 | DYNAMICS
Units: 3 Repeatability: No
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 381 | DESIGNING YOUR LIFE
Units: 1 Repeatability: No
Prerequisites: ENGR 103
Application of design thinking to personal decision making. Development of oral and written communication, teamwork, and leadership skills.

MENG 400 | HEAT TRANSFER
Units: 3 Repeatability: No
Prerequisites: MENG 360
Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture. Fall semester.

MENG 400L | HEAT TRANSFER LABORATORY
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: MENG 400 (Can be taken Concurrently)
Laboratory for MENG 400. Three laboratory weekly. Fall semester.

MENG 410 | ALTERNATIVE ENERGY SYSTYEMS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MENG 300
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 415 | SOLAR ENERGY CONVERSION AND STORAGE
Units: 3 Repeatability: No
Prerequisites: MENG 260
This course introduces principles and technologies for converting sunlight into electricity and heat. This class will study the behavior of photovoltaic solar energy systems and solar thermal technologies. The design and sizing of residential photovoltaic systems will be covered, including estimation of costs, benefits and subsidies. Introduction to hardware elements, effect of renewables on the grid and available electrochemical, thermal and other energy storage devices will be included.

MENG 420 | COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING
Units: 3 Repeatability: No
Prerequisites: MATH 250 and MATH 310 and MENG 370 and MENG 352 and (ENGR 121 or COMP 150 or COMP 110)
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: 3-4
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 445 | INTRODUCTION TO ROBOTICS
Units: 3
Prerequisites: MENG 375
This course covers introductory materials related to the subject of robotics. The course is designed to encompass theories as well as practices, intended for both the user and the designer of a robotic system. Topics include modeling and analyses of the mechanics of robots, actuators, sensors, and vision systems.

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 465 | INTRODUCTION TO COMPUTATIONAL FLUID DYNAMICS
Units: 3 Repeatability: No
Prerequisites: MENG 360
This course introduces students to finite volume methods as a means of solving differential equations that arise in fluid dynamics. The conservation of mass, momentum and energy equations will be solved using a software package. Fundamentals of numerical analysis related to fluid mechanics and heat transfer will be reviewed. Applications include modeling laminar and turbulent channel flow, pipe flow, boundary layers, heat exchangers, or flow past an airfoil.

MENG 470 | FINITE ELEMENT ANALYSIS
Units: 3 Repeatability: No
Prerequisites: MATH 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 491 | SENIOR DESIGN PROJECT I
Units: 3 Repeatability: No
Prerequisites: (MENG 311 or ENGR 311) and ENGL 304 and MENG 351 (Can be taken Concurrently) and MENG 352 (Can be taken Concurrently) and MENG 400 (Can be taken Concurrently) and MENG 400L (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently) and (COMM 203 (Can be taken Concurrently) or NAVS 201 (Can be taken Concurrently) or MILS 301 (Can be taken Concurrently))
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 and four-hour laboratory weekly.

MENG 491W | SENIOR DESIGN PROJECT I
Units: 4 Repeatability: No
Non-Core Attributes: Writing-Pre F17 CORE
Prerequisites: COMM 203 and ENGR 311 and MENG 351 and MENG 352 and MENG 400 (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently)
This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well written and oral presentation skills. Three-hour lecture recitation and one three-hour laboratory weekly. Fall semester.

MENG 492 | SENIOR DESIGN PROJECT II
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: MENG 491W or MENG 491
Mechanical engineering capstone design experience in a simulated industrial environment that applies and integrates engineering and nonengineering topics.. 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. The course also includes documentation of design project including written reports and oral presentations to multiple audiences.

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: 0.5-3 Repeatability: Yes (Can be repeated for Credit)
Faculty-directed undergraduate research in mechanical 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. May be repeated for credit.

MENG 498 | INTERNSHIP/CO-OP EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
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. May be repeated for credit.

Military Science (MILS)

MILS 096 | LEADERSHIP LABORATORY
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Application of individual skills and military tasks appropriate to a small unit leader. Prepares cadets for higher level leadership positions. Emphasis is on performance in leader roles which includes instruction. Maximum credit eight units. Credit earned in this course not applicable to a bachelor's degree.

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 110 | UNITED STATES MILITARY HISTORY
Units: 3 Repeatability: No
Analyze decisions made by American military leaders, military engagements from colonial period through current operating environment, principles of war, and reviews of decisions affecting outcomes.

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 299 | INDEPENDENT STUDY
Units: 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.

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).

MILS 401 | ADAPTIVE TEAM LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MILS 301 and MILS 302
This course 401 transitions the focus of student learning from being trained, mentored, and evaluated as an MSL III Cadet to learning how to train, mentor, and evaluate underclass Cadets. MSL IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, the Army's Training Management Cycle and METL Development processes during weekly Training Meetings. Cadets learn to safely conduct training by understanding and employing the Deliberate Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a cadet platoon, company, and/or battalion in the execution of a Leadership Lab, Ranger Challenge Exercise, and a Leadership Development Exercise (LDX).

MILS 402 | COMPANY GRADE LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MILS 301 and MILS 302 and MILS 401
This is an academically challenging course were you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that you will be evaluated on your knowledge of the 20 Army War fighting Challenges (AWFC) covered throughout MILS401 and 402 coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or Leader Training Exercises (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS and other MSL IV Cadets.

MILS 499 | INDEPENDENT STUDY
Units: 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.

Music (MUSC)

MUSC 101 | AMERICAN MUSIC
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
What is "American" music? Who is American? How has music shaped American identity and how can we use music to tell new stories that cultivate inclusion and belonging? In this course, students will learn about a variety of musical genres representing America's multifaceted cultural landscape. In addition to historical study, this course also prompts students to consider different social frameworks for understanding musical experience. Students will engage with lecture content and assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of American music.

MUSC 102 | JAZZ
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Undergraduate Research
This course examines the nature and history of jazz in America, from its roots to current day. In contrast to studies of Western European music, this course traces its history primarily through the individual artists; the performers are the creators of jazz. Along with the geographical, socio-political and religious contexts, American jazz is virtually inseparable from the study of racial discrimination. Racism toward Black Americans is a common theme for discussion. No previous musical study is required.

MUSC 103 | MUSIC FOR THE STAGE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course explores diverse theories and cultural practices around the concepts of "music" and "theater," and invites students to explore questions such as: How does the presence of a "stage" impact our experience of music? What is the nature of a stage and what counts as a stage? How has music influenced what happens on a stage in a global context? What are different ways that we can understand the relationship between screen-based, multimedia musical works (such as films and music videos) and live staged works? Students will engage with lecture content and assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of music for the stage.

MUSC 104 | MUSIC IN SAN DIEGO
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
The city of San Diego has a rich and diverse musical history. Beginning with the question "When is San Diego?," students will consider the people and musical traditions of those who stewarded this land long before its formation as an American city. Today, San Diego is a transnational metropolis that is home to a diverse array of cultural groups, each with their own musical traditions. Studying some of these groups and their music in close detail, students will critically address "Who is San Diego?" In addition to issues relating to the cultural landscape of San Diego, students will explore how this city's unique topographical and geographical features (deserts, mountains, beaches, proximity to Tijuana) cultivate musical expression specific to this place. Finally, students will learn about cultural sites like Balboa Park, Chicano Park, and historic theaters that have presented music for generations.

MUSC 105 | CLASS PIANO: ROCK, POP, JAZZ AND BLUES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Class Piano is a course designed for students who would like to develop elementary-level piano skills. This course is also appropriate for students who have previously studied piano and want a refresher. In this class, students will learn the rudiments of piano playing: keyboard topography, reading by finger numbers, intervallic reading, and basic concepts of pulse, rhythm, and meter. Students will learn basic staff notation, interpreting chord symbols, note names and values. Students will also learn to read a lead sheet, incorporate scales used in popular music like pentatonic, modal, blues…etc., chord progressions used in popular music, rock, pop, jazz, R&B, and blues from the 1940's up to the present. Basic functional skills in sight reading, harmonization, improvisation, and ensemble playing are developed throughout the course.

MUSC 106 | WE SHALL OVERCOME: SINGING FOR JUSTICE, FREEDOM AND PEACE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This course examines the complex relationship between song and social dissent. We will explore the use of popular, traditional, and art musics by activists and social change-makers, drawing on a range of global group singing traditions. In doing so, we will seek to understand how and why group singing can be effective in mobilizing social movements, and how it might be able to advance causes of social justice in our communities today. This course bridges two sub-disciplines of music, ethnomusicology and performance; in addition to seminar-style exploration of history and culture, a significant portion of the course will include group singing, culminating in a end-of-semester song festival led by the members of the course.

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. 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 SONIC ARTS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

MUSC 110 | CONCERT PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Other
Concert Production, divided into academic study and instructional, workshop, and practical sections, will introduce the vital elements of live performance production including live sound reinforcement, micing, recording techniques, stage lighting, stage management, and concert management. In addition to lighting and sound skills, students will learn how to properly prepare for a show (including appropriate dress and punctuality), manage the show during the performance, as well as how to strike the performance space after the concert. Students study the concepts and background of concert production, and then apply the skills and experience gained through co-producing official USD shows in support of the Music Department.

MUSC 115 | MUSIC TEACHING AND LEARNING: THE CREATIVE EXPERIENCE
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will provide an introduction to principles and practices fundamental to music learning and teaching. Designed for the student who is curious to expand their introductory music appreciation, this course will provide historical, philosophical, and practical foundations for the teaching of music in a variety of contexts. Topics include: philosophical bases for teaching music, psychological foundations of musical learning, effective approaches to pedagogy, and musician health and well-being. This course will prepare students with a robust understanding of (1) content domains for subject matter understanding and skill in music, and (2) subject matter skills and abilities applicable to the content domains in music. All students are welcome regardless of previous music experience: those with no formal background will have a chance to start at an elementary level, while those with some experience (youth piano lessons, self-taught guitar/electronic music, high school ensemble, etc.) will be challenged at an appropriate individual level.

MUSC 120 | FUNDAMENTALS OF MUSIC THEORY
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
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 is a prerequisite for Harmony I (MUSC 220) and Aural Skills I (MUSC 210), fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

MUSC 130 | MUSIC IN SOCIETY
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course is designed to enhance one's enjoyment of music through the study of key elements that when combined, create musical style. Emphasis is placed on examining music styles and genres of the major historical periods within Western musical tradition. The works of representative artists will be studied through readings, listening assignments, and videos. One primary goal is to deepen one's awareness and understanding of the many ways human experience is reflected in music.

MUSC 131 | MUSIC VIDEOS IN AMERICA: MTV, YOUTH CULTURE, AND MUSICAL AESTHETICS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Have you ever watched a music video and thought, "What is going on here?" This course demystifies the aesthetic language of music videos, teaching students how to “crack the code” and discern their often-complex cultural messaging through in-depth aesthetic and critical analysis. This course takes the perspective that music video is an inherently hybrid medium, distinct from music, screen media, or other music-and-image genres (operas, films, musicals, etc.). We trace the development of music video in American culture in a loosely chronological manner, discussing videos in relation to their musical genre (for example, rock, pop, hip hop, country, Tejano), developments in technological platforms, and cultural habits of music consumption. Students will engage with lecture content, assigned playlists, and participate in guided peer-to-peer research activities that facilitate an integrative, personalized approach to their understanding of music videos.

MUSC 132 | ALARM WILL SOUND: MUSIC, FEAR, AND CONFLICT
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
While musical sound is often pleasant and beautiful, it can also be a source of terror. In this course, we will explore frightening sounds and how music has been used to evoke feelings of anxiety, dread, and even pain. Beginning with concepts related to sound (pitch, noise, timbre, rhythm) along with the mechanics of sound production and reception, students will: learn critical listening skills as we listen to examples of terrifying sounds found in the Western musical canon; reflect on other insidious applications of sound, such as sonic warfare, weaponized music and torture; and, decode the symbolism and associations of common sonic objects like the emergency siren. In addition to weekly listening, reading and response essays, the student will submit a final project (research or creative) which engages with one or more course concepts in a unique and individualized way.

MUSC 133 | MUSIC AND FILM
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will give students a robust capacity to intelligently listen to and watch film. A basic understanding of the building blocks of music will be introduced at the beginning of class, and will continue to be a central point of application for musical discussion throughout the course. An introduction to classical Western music, including opera, will also serve as a reference to many more modern musical and visual discussions. We will also discuss film sound more broadly, including sound effects and associative timbres. Central to the course are scores and films from the "Hollywood Golden Age," which were revitalized in the popular scores of John Williams decades later and still popular today. The course also looks at movements in film music and film sound that emerge from this Golden Age, including uses of popular music/themes, the avant-garde, international examples, and recent films.

MUSC 140 | MUSIC IN WORLD CULTURES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Global Diversity level 1
An introductory survey of global musical traditions through lecture and hands-on demonstration. By listening to and analyzing a diverse selection of musics, students study local and global values of music in human life and consider the broad historical, cultural, and social contexts within which music is created and performed. They consider the impact of such issues as colonization, political oppression, power dynamics, and the media on music making and on the transnational flow of musical influences. This course also dismantles stereotypes and builds an understanding of cross-cultural diversity by examining how gender, religion, identity, class, and social justice shape expressive culture around the world and powerfully inform our individual experience and identity.

MUSC 141 | MUSIC AND CULTURE IN ASIA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Asia is home to some of world’s most ancient cultural traditions and is a major contributor to contemporary global culture. This course introduces the extraordinary diversity of music-making in Asia, from sophisticated performances in royal courts, music in religious practices, and vibrant living folk traditions, to popular musics that become global sensations, and to Asian musical traditions practiced in Southern California communities. With selected examples drawn from each of the regions of East Asia, Southeast Asia, South Asia and Central Asia, we will develop an understanding of the central place of music and the performing arts in human life.

MUSC 150 | CHAMBER MUSIC ENSEMBLES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. See www.sandiego.edu/music for more information.

MUSC 151 | USD STRINGS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of strings music. On- and off-campus performances each semester. Audition 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 Artistic Inquiry.

MUSC 152 | CHORAL SCHOLARS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Choral Scholars is 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 schedules. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 153 | CONCERT CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. 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 Artistic Inquiry.

MUSC 155 | JAZZ ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances 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 Artistic Inquiry.

MUSC 156 | BAND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
This course involves study and public performance of band (Concert Band and Athletic Band--including Pep Band and Drumline) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. May be repeated for credit without limit.

MUSC 157 | GAMELAN ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on course focuses on the playing and performance of gamelan, an orchestra of bronze percussion instruments from Bali, Indonesia. In weekly rehearsals, students will study Balinese musical forms and structures and embody playing techniques and performance practices by learning traditional and contemporary repertoire in the oral tradition. They will experience the value of gamelan as a communal music ensemble and have a better understanding of the intersectionality of Balinese arts and culture by playing music for a variety of contexts for performance. Through readings and reflections, students will contextualize Balinese music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. No prior musical experience is required. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 158 | MARIACHI ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on performance course focuses on mariachi, an ensemble from Mexico consisting primarily of vocals, violins, trumpets, and a variety of guitar-like instruments; however, other instruments (flute, clarinet, saxophone, etc.) may be incorporated upon permission of the instructor. In weekly rehearsals, students will embody playing techniques and performance practices of mariachi by learning traditional and contemporary repertoire. They will study contexts for performance, the symbolism and value of mariachi instruments, and the function of mariachi as a communal music ensemble to better understand the intersectionality of arts and culture in Mexico and Southern California. Through readings and reflections, students will contextualize mariachi music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 159 | GOSPEL CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Gospel Choir introduces students to the stylistic and unique musical elements of various gospel music styles, such as praise songs, traditional gospel songs, hymns, contemporary gospel music, CCM/worship, neo-soul gospel, choir jams, and talk music. Students will learn specific performance techniques for each style. Using this repertoire as the primary vehicle of learning, this course will cover elements of vocal technique, lyric diction, historical context and stylistic & dramatic interpretation for the purpose of overall and specific improvement as a vocal musician. Through rehearsal and performance, students will be challenged to take healthy risks in an effort to expand individual access and facility of their vocal instrument for the purpose of authentic gospel music performance. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 160 | PIANO
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Students may enroll in Individual Music Lessons (MUSC 160–181, 360–381) on voice, on their instrument, or improvisation on their primary instrument. Prior musical experience is expected—individual lessons are not for absolute beginners. Enrollment requires approval of the department chair, music faculty, or primary instrument/voice instructor. Music majors may enroll in one unit of lessons per semester without a fee. In addition, a limited number of fee waivers are available, with priority given to music minors, students concurrently enrolled in a Music Department performance ensemble, and students enrolled in music courses. Without a waiver, lessons require a fee of $550 per semester. Students new to lessons can apply at the Music Department website at the beginning of each semester. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. 300-level Individual Music Lessons are for Performance Emphasis Music Majors and advanced performers only, by permission of instructor. Audition into the Performance Emphasis is required. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. 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)

MUSC 204 | KEYBOARD SKILLS I
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Keyboard Skills I is a course designed for students who already possess a level of basic music literacy and would like to develop functional elementary-level piano skills appropriate for music minors and majors. In this class, students will learn rudiments of piano playing and fundamental music literacy applied to functional keyboard skills. Basic functional skills in sight reading, harmonization, improvisation, and ensemble playing are developed throughout the course. This course prepares students for MUSC 205 Keyboard Skills II, which is required of all music students who need to pass the Piano Proficiency Exam. Students without previous knowledge of music literacy are recommended to enroll in MUSC 120 (Music Fundamentals) and MUSC 204 (Keyboard Skills I) concurrently, and will receive support to work on their notation reading skills. Students who surpass elementary-level proficiency will be assigned individualized materials and evaluated based on their current level of playing.

MUSC 205 | KEYBOARD SKILLS II
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 204 and MUSC 120
Keyboard Skills II is designed for students who have already acquired late-elementary to intermediate-level piano study. This is a course required of all music majors, and is designed to prepare students for the piano proficiency exam (final exam). Functional skills in sight reading, harmonization, improvisation, and transposition will be emphasized, but there will also be projects covering solo and ensemble repertoire.

MUSC 210 | AURAL SKILLS I
Units: 1 Repeatability: No
Prerequisites: MUSC 120 or MUSC 121
Corequisites: MUSC 220
Practical application of Harmony I; must be taken concurrently with MUSC 220.

MUSC 211 | AURAL SKILLS II
Units: 1 Repeatability: No
Prerequisites: MUSC 210
Corequisites: MUSC 221
Practical application of Harmony II; must be taken concurrently with MUSC 221.

MUSC 220 | HARMONY I
Units: 3 Repeatability: No
Prerequisites: MUSC 120 or MUSC 121
Corequisites: MUSC 210
The study of music theory with applications to the analysis and composition of notated music. This course focuses on diatonic tonal harmony as a foundation of Western music from the Baroque to the present era, including jazz and popular music. Includes counterpoint, figured bass, harmonic progressions and cadences, and symbolic analysis of tonal music.

MUSC 221 | HARMONY II
Units: 3 Repeatability: No
Prerequisites: MUSC 220
Corequisites: MUSC 211
A continuation of the study of music theory with applications to the analysis and composition of notated music in Western music from the Baroque to the present era, including jazz and popular music. This course focuses on chromatic harmony and modulation, and larger formal structures, and includes written analyses of complete musical works and creative projects in composition with in-class performance.

MUSC 294 | SPECIAL TOPICS IN MUSIC
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in music at an introductory level.

MUSC 299 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual work in a music field with the approval of a Music faculty.

MUSC 300 | CAREER DESIGN IN MUSIC
Units: 3
This course is designed to introduce the music industry and explore career options in music. Students study the history and current developments in the industry, gain professional insights and learn practical and conceptual skills through reading and writing assignments, group and individual projects and interaction with visiting arts professionals, who will discuss their own different career paths in music. we will discuss a range of tools and ideas in music and explore social media, industry standards, music work in non-profit and for-profit institutions, tour/event planning and community outreach.

MUSC 310 | FORM AND ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: MUSC 221
A close examination of the development of large-scale forms in instrumental music in the Classical and early Romantic eras, with attention to why this repertoire continues to provide deeply meaningful experiences to musicians and listeners today. We consider historically informed performance practice and the changes in interpretation of musical notation over time, as well as topic theory, which treats music as a web of intertextual signs that give it expressive meaning, and which is particularly relevant to contemporary music for film, TV and video. The course includes written and oral presentation of score analysis and program notes, including effective oral delivery.

MUSC 311 | HARMONY III: POST-TONAL THEORY
Units: 3 Repeatability: No
Prerequisites: MUSC 221
A survey of theory suitable for the analysis of 20th and 21st century post-tonal music in the Western concert tradition, and with application to creative composition as well as the analysis of music beyond of the post-tonal tradition. The course will also include historical contextualization and opportunities for in-class performance of post-tonal repertoire and the composition of original works in a post-tonal idiom.

MUSC 314 | COMMUNITY MUSIC
Units: 3 Repeatability: No
Community Music is an emerging field of practice linking collective music making to social goals in diverse settings such as youth clubs, arts centers, prisons, health settings and a wide range of other community contexts. Community music practitioners embrace all types of learning, including informal learning and non-formal education as well as formal instructional strategies. Noting the fluid and dynamic nature of communities themselves, community music methods and approaches to practice are designed for moving targets and flexible purposing. Community musicians intentionally set out to create spaces for inclusive and participatory musical doing, based on a belief that music making is a fundamental aspect of the human experience and is therefore an intrinsic and foundational part of human culture and society. In this course, we will explore community music and its relationship with the social, cultural, political, and economic milieu including movements in music education, music therapy and ethnomusicology.

MUSC 315 | CONDUCTING AND MUSIC LEADERSHIP
Units: 3 Repeatability: No
Prerequisites: MUSC 120
Good conductors combine technique, a repertoire of interpretative gestures, verbal skills, and an awareness of humanity to lead an ensemble musically. In this course, we will cultivate this special skill set with gestural practice, score study exercises and conducting laboratories. We will develop a technique to articulate an interpretive vision for a piece of music both verbally and gesturally, to set and vary tempo, as well as control and mix the sound produced by each musician in the ensemble using concise and communicative conducting gestures. We will also talk about the important connection between the ensemble's main human components, led by the conductor, including ensemble members, composers, audience, and community.

MUSC 320 | ORCHESTRATION AND ARRANGING
Units: 3 Repeatability: No
Prerequisites: MUSC 221
Orchestration and arranging in the chamber and orchestral idioms, employing traditional and modern techniques for all instrument families in the orchestra. Preparation of score and parts to a professional level using notation software. Opportunities for in-class performance of arrangements or original compositions.

MUSC 322 | RHYTHM AND TIME
Units: 3
Prerequisites: MUSC 120
A survey of the theory and practice of rhythm, and the organization of musical events in time, with studies of Western classical music, modern innovations, and selected non-Western traditions. The course includes regular workshops on advanced rhythmic skills suitable for all voice types and instruments.

MUSC 330 | MUSIC HISTORY I: ANTIQUITY-BAROQUE (400-1600CE)
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Prerequisites: MUSC 130
What can ancient musical practices tell us about the world of the distant past? How did music alter the course of politics, religion, scandals, love, war, revolution, and technological invention in medieval and renaissance Europe? What's more, how can we investigate music that pre-exists not only recordings, but any form of standardized notation, and can we know what it sounded like? All of these questions (and more) form the central query of this class, which surveys the musical practices of Europe from approximately 400 CE- 1600 CE. As an interdisciplinary class rooted in the humanities, students will investigate the music-historical record by examining source materials and employing different historical and historiographic perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 331 | MUSIC HISTORY II: MONTEVERDI-VERDI (1600S-1850S)
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Prerequisites: MUSC 120
Where did the idea for the symphony orchestra come from? Why do opera singers sound so distinct? Why do many people refer to this kind of music as "classical" music? In this course, we examine the formation of what some call the "classical" tradition of Euro-American music by studying the musical practices of Europe and the United States from approximately 1600 to the 1850s and how these practices not only reflected but actively shaped important cultural and political developments from the Enlightenment to the late Modernity, such as the concept of the "individual" and "society," the contemporary concept of "the artist," the idea of art and music as individually and socially transformative, and the institutionalization of the musical past. As an interdisciplinary class rooted in the humanities, students will investigate the music-historical record by examining source materials and employing different historical and historiographic perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 332 | MUSIC HISTORY III: THE LATE 19TH CENTURY TO THE PRESENT
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
Over the late nineteenth and twentieth centuries, rapid and dramatic shifts in European and American musical culture transpired, such as the explosion of new sounds through electronics, the erasure of traditional boundaries between artistic medium (music, theater, performance art, and dance), and the widespread dissemination of jazz, popular music, and non-Western musical traditions through recording technology. From the phonograph to digital streaming services, the way that composers, performers, and audiences now think of the concept of "classical" music (or even the concept of "music" more broadly) has profoundly changed. But how did these changes occur, and what significance do they have today? As an interdisciplinary course rooted in the humanities, we will look at the intersections of music and socio-historical issues (ideology, industrialization, spirituality, war, technological discovery, and political regimes) through a close study of music from different historical perspectives, culminating in a research project in which students bring questions about historical engagement and cultural interpretation.

MUSC 333 | PRO-SEMINAR IN MUSICOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Artistic Inquiry area
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 340 | TOPICS IN WORLD MUSIC
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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 341 | RELIGION AND THE PERFORMING ARTS IN BALI
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 1
This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with THRS 326.

MUSC 342 | GLOBAL POPULAR MUSIC
Units: 3 Repeatability: No
Core Attributes: Oral communication competency, Artistic Inquiry area
This course introduces students to popular music from around the world through the basic research practices of ethnomusicology and popular music studies. By exploring various genres of popular music, students will analyze musical innovations and trends in relation to culture, politics, race and ethnicity, gender and sexuality, transculturation, colonialism, and local and global tensions. They will also acquire an understanding of the effects of globalization on the production, distribution, and consumption of music in the global music industry. Popular music styles covered, including, chimurenga, afrobeat, Algerian rai, k-pop, bollywood, Indonesian dangdut, reggae, reggaeton, highlife, and calypso, will address contemporary socio-musical stories of difference, the relationship of music to political or ethnic oppression, music scenes as sites of protest and resistance, and popular music in relation to class and wealth privilege. Students will develop and deliver an oral presentation based on a particular album or theme in global popular music studies and have the option to record it as a podcast for the USD Music Media Club.

MUSC 350 | CHAMBER MUSIC ENSEMBLES
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to www.sandiego.edu/music for more information.

MUSC 351 | USD STRINGS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of strings music. On- and off-campus performances each semester. Audition 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 352 | CHORAL SCHOLARS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Choral Scholars is 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 schedules. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 353 | CONCERT CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. 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 Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 355 | JAZZ ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to www.sandiego.edu/music for more information.

MUSC 356 | BAND
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
This course involves study and public performance of band (Concert Band and Athletic Band--including Pep Band and Drumline) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit without limit.

MUSC 357 | GAMELAN ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on course focuses on the playing and performance of gamelan, an orchestra of bronze percussion instruments from Bali, Indonesia. In weekly rehearsals, students will study Balinese musical forms and structures and embody playing techniques and performance practices by learning traditional and contemporary repertoire in the oral tradition. They will experience the value of gamelan as a communal music ensemble and have a better understanding of the intersectionality of Balinese arts and culture by playing music for a variety of contexts for performance. Through readings and reflections, students will contextualize Balinese music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. No prior musical experience is required. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 358 | MARIACHI ENSEMBLE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area, Global Diversity level 1
This hands-on performance course focuses on mariachi, an ensemble from Mexico consisting primarily of vocals, violins, trumpets, and a variety of guitar-like instruments; however, other instruments (flute, clarinet, saxophone, etc.) may be incorporated upon permission of the instructor. In weekly rehearsals, students will embody playing techniques and performance practices of mariachi by learning traditional and contemporary repertoire. They will study contexts for performance, the symbolism and value of mariachi instruments, and the function of mariachi as a communal music ensemble to better understand the intersectionality of arts and culture in Mexico and Southern California. Through readings and reflections, students will contextualize mariachi music within histories of colonization and political oppression and reflect on their own class standing and positions of privilege. The course culminates in a final concert in which all students participate. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

MUSC 359 | GOSPEL CHOIR
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
The USD Gospel Choir introduces students to the stylistic and unique musical elements of various gospel music styles, such as praise songs, traditional gospel songs, hymns, contemporary gospel music, CCM/worship, neo-soul gospel, choir jams, and talk music. Students will learn specific performance techniques for each style. Using this repertoire as the primary vehicle of learning, this course will cover elements of vocal technique, lyric diction, historical context and stylistic & dramatic interpretation for the purpose of overall and specific improvement as a vocal musician. Through rehearsal and performance, students will be challenged to take healthy risks in an effort to expand individual access and facility of their vocal instrument for the purpose of authentic gospel music performance. May be repeated for credit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry.

MUSC 360 | PIANO
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Students may enroll in Individual Music Lessons (MUSC 160–181, 360–381) on voice, on their instrument, or improvisation on their primary instrument. Prior musical experience is expected—individual lessons are not for absolute beginners. Enrollment requires approval of the department chair, music faculty, or primary instrument/voice instructor. Music majors may enroll in one unit of lessons per semester without a fee. In addition, a limited number of fee waivers are available, with priority given to music minors, students concurrently enrolled in a Music Department performance ensemble, and students enrolled in music courses. Without a waiver, lessons require a fee of $550 per semester. Students new to lessons can apply at the Music Department website at the beginning of each semester. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. 300-level Individual Music Lessons are for Performance Emphasis Music Majors and advanced performers only, by permission of instructor. Audition into the Performance Emphasis is required. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. 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-SAXONPHONE
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 Repeatability: Yes (Can be repeated for Credit)

MUSC 411 | COMPOSITION STUDIO 1
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 220
Individual lessons in music composition, through guided creative assignments and student-directed projects. Weekly presentation of work-in-progress with critique, culminating in completed work suitable for performance. Performance opportunities on annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, and selected topics in contemporary music. Offered every Fall. May be repeated for credit.

MUSC 412 | COMPOSITION STUDIO 2
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 411 or MUSC 220
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 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: MUSC 411
Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall.

MUSC 414 | MUSIC EDUCATION FOR SOCIAL CHANGE
Units: 3 Repeatability: No
How might youth interact with music in music education in ways that validate their experiences and help them to develop their own unique voices? How might such interaction with music education contribute to social change? Music Education for Social Change develops an activist music education rooted in principles of social justice and anti-oppression. The course explores the common themes, perceptions, and philosophies, positioning activist-musicians as catalysts for change in music education while raising the question: amidst racism and violence targeted at people who embody difference, how can music education contribute to changing the social climate? Grounded in practice with examples integrated throughout the course, Music Education for Social Change is an imperative and urgent consideration of what may be possible through music and music education.

MUSC 415 | TOPICS IN MUSIC TEACHING AND LEARNING
Units: 3 Repeatability: No
This course is designed to help students interested in music education or related fields gain understanding of student learning, as well as tools for teaching in primary and secondary grades. Pedagogical topics to be explored will include lesson planning, rehearsal technique, repertoire, technique, fostering musicianship, concert planning, program development, and student learning styles. These topics may be discussed in the context of traditional Western secondary ensembles (band, choir, orchestra), jazz ensembles, young ensembles, community ensembles, non-Western ensembles (Mariachi, Gamelan), or others.

MUSC 416 | EMPOWERING SONG: MUSIC EDUCATION FROM THE MARGINS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Domestic Diversity level 1
Empowering Song is an approach to communal music making that weaves together subversive pedagogy and theories of resistance with community arts education. In this course, we will explore pedagogical practices and theoretical approaches to community arts education, drawing on the insights of scholars from the global majority and activists working in some of the most marginalized and justice-deprived contexts in the world — prisons, refugee shelters, detention facilities, and migrant encampments. Rooted in decolonial and decarceral thinking, the Empowering Song approach centers movement, bodywork, improvisation, and storytelling as vital aspects of being human. In this course, students will work to develop creative approaches to democratic musical leadership, and consider Empowering Song in the family of progressive and imaginative modes, paradigms, and processes of music education.

MUSC 420 | DIGITAL AUDIO COMPOSITION
Units: 3 Repeatability: No
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 Ableton Live 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 Repeatability: No
Core Attributes: Advanced Integration
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 440 | TOPICS IN ETHNOMUSICOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced writing competency, Advanced Integration, Global Diversity level 2
This integrative writing course connects music studies, culture studies, and anthropology and explores and applies current issues within the field of Ethnomusicology. Students read and discuss scholarly ethnographies and acquire a foundation on music and globalization, race and ethnicity, gender and sexuality, transnationalism, political culture and resistance and violence, local/global tensions, mass mediated and on-the-ground movements, historic issues/colonization and postcolonialism. Students learn tools and techniques that inform ethnographic field research, apply this knowledge “in the field,” participate in and lead class discussions, master pertinent materials and ideas, and complete an original research project. Students also critically reflect on how they have experienced privilege and oppression in socio-musical encounter and taste.

MUSC 445 | SOUND AND SPIRIT IN MONSOON ASIA
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area, Theo/Religious Inquiry area
This course explores religion, spirituality, music, and the performing arts across the regions of South and Southeast Asia, together called Monsoon Asia. Music and the performing arts, whether for ritual, entertainment, or daily life, express religious, artistic and cultural values. We examine the major religions of the region, Hinduism, Buddhism and Islam, and their interactions with local traditions and animist beliefs. We will encounter associated musical traditions through readings, listenings, video, hands-on workshops, as well as religious site visits and performing arts events. No prior experience with music is required. Students may apply this course to fulfill EARI or FTRI Core Curriculum requirements, but not both.

MUSC 483 | 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 484 | SPECIAL TOPICS IN MUSIC THEORY AND 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 491 | MUSIC ADVOCACY AND CLASSROOM MANAGEMENT
Units: 3 Repeatability: No
This course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

MUSC 492 | SPECIAL TOPICS IN MUSIC THEORY/COMPOSITION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 494 | SPECIAL TOPICS IN MUSIC
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 495 | SENIOR PROJECT
Units: 1
Core Attributes: Advanced Integration
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)
Non-Core Attributes: Experiential
Practical experience in music management through service to a university or community performance organization. May be repeated for credit.

MUSC 499 | INDEPENDENT STUDY
Units: 1-3 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.

Naval Reserve Officer Training (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 412 | FUNDAMENTALS OF MANEUVER WARFARE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare. The interaction between modern tactical principles as well as current military developments and their influence on maneuver warfare doctrine are discussed. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.

Peace and Justice Studies (KROC)

KROC 470 | WAR, GENDER AND PEACEBUILDING
Units: 2 Repeatability: No
Non-Core Attributes: Experiential
This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

KROC 471 | IMMIGRATION AND ASYLUM IN PRACTICE
Units: 3 Repeatability: No
The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

KROC 472 | TRANSITIONAL JUSTICE
Units: 3 Repeatability: No
This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

KROC 490 | SPECIAL TOPICS SEMINAR
Units: 2 Repeatability: Yes (Can be repeated for Credit)
A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

KROC 494 | SPECIAL TOPICS COURSE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

KROC 497 | PROFESSIONAL PORTFOLIO
Units: 1 Repeatability: No
The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

KROC 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
An independent study for up to three units provides students an opportunity to research a topic of particular interest to them relevant to Peace and Justice Studies. The faculty supervisor, program director and Dean of the Joan B. Kroc School of Peace Studies must approve the project proposal prior to the beginning of the relevant semester. This course may be repeated up to a maximum of three units.

Philosophy (PHIL)

PHIL 101 | INTRODUCTION TO LOGIC
Units: 3-4
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 | LOGIC
Units: 3 Repeatability: No
Core Attributes: Math reasng and prob solving
Introduction to the aims and techniques of formal logic, including the syntax, semantics, and proof-theory of first-order predicate logic, emphasizing both conceptual issues and applications to other disciplines and to everyday reasoning.

PHIL 110 | INTRODUCTION TO PHILOSOPHY
Units: 3-4
Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area
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: 3-4
Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Literary Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 115 | FAITH AND REASON
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course introduces some of the major areas and figures of philosophy through an exploration of some of the key issues and problems related to faith and reason. Questions to be considered might include: Are faith and reason compatible? Is religious belief rationally justifiable? Is religious language meaningful? Are there good arguments for God’s existence? Does God’s knowledge jeopardize human freedom? Are miracles possible? Does evil disprove God’s existence? Is the afterlife possible? Is eternal reward and punishment unjust?.

PHIL 116 | MORALITY AND JUSTICE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
This course aims to provide a thorough introduction to key themes in ethics and political philosophy, i.e., morality and justice. Students will be introduced to foundational questions in ethics such as: why be moral? What is the nature of the good and the good life? What are our duties to other humans? To animals? To ourselves? Students will also be introduced to foundational questions concerning justice: when, if ever, is paternalism justified? What is the moral justification of punishment? How far do our speech rights extend? Are there expressive harms that the state should regulate, like hate speech? What are our duties, if any, to persons in other nations suffering from economic deprivation and starvation?.

PHIL 118 | PHILOSOPHY THROUGH FOOD
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course is an introduction to philosophy—to its main aims, methods, areas, and tools. But there’s a twist: we will develop your ability to do philosophy by working through some of the most interesting philosophical issues raised by food and eating. We will investigate ethical and political questions about food such as: Should we eat meat? What should we make of the claims that people are responsible for disordered eating (of the kind e.g. that might lead to obesity or anorexia)? How does gender intersect with these issues? Do we have a duty to relieve hunger? If so how demanding is it and what grounds it? We will also address questions about the epistemology of food such as: What can we learn from others about taste? Is there expertise when it comes to flavor judgments? Are judgments about the flavor and quality of food and drink ever objective? How can we know? We will also think about the philosophy of science: Is blind tasting reliable? Is it the best way to judge wine quality? We will investigate aesthetic questions about food and drink: Is there an art form of food? Can food be expressive? Can it be representational? Can food and drink be beautiful? Readings will come from both classic and contemporary writings about food and eating. And there will be a number of in-class food-related activities that we will use to spark insights, foster discussion, and anchor our thoughts.

PHIL 171 | MEDIEVAL PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
An introduction to philosophy through an examination of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith and reason, the existence of God, the problem of evil, knowledge and skepticism, self-knowledge, the soul and immortality, love and free will, ethics and politics.

PHIL 175 | ASIAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus.

PHIL 272 | HISTORY OF CLASSICAL MODERN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 273 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 276 | AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 294 | SPECIAL TOPICS IN PHILOSOPHY
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
The course aims to introduce students to some philosophical topic(s) or historical philosophical thinkers. Examples include: a survey course on a particular philosophical theme such as philosophy and the law, a survey course on a particular philosophical concept such as freedom of the will, or a survey course on a particular important philosophical figure such as Rousseau. Themes will vary according to Instructor design. The course may be repeated for credit, provided the content of the course has changed.

PHIL 300 | PHILOSOPHICAL METHODS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Philosophical Inquiry area
This course is intended for recently declared philosophy majors and minors. It is designed as a rigorous introduction to the methods of philosophical inquiry with a focus on argumentative writing, presentation, and discussion, as well as the analysis, understanding, and evaluation of philosophical texts. The course pursues these goals by focusing on a small handful of philosophical problems, such as the problem of personal identity, the nature of reference, the mind-body problem, philosophical multiculturalism, truth and meaning, freedom and responsibility, and so on.

PHIL 321 | SOCIAL ETHICS
Units: 3-4
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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)
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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: 3-4
Non-Core Attributes: Phil (Logic)-Pre F17 CORE
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: 3-4
Core Attributes: Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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
Core Attributes: Ethical Inquiry area
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 Repeatability: No
Core Attributes: Ethical Inquiry area
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: 3,4
Core Attributes: Ethical Inquiry area
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 346 | PUBLIC HEALTH ETHICS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
“Public Health” has been defined as the study of issues that affect the health of a community of individuals as opposed to that of single individuals. Public health ethics is a branch of bioethics that is distinct from biomedical ethics in that the focus of public health ethics is focus on populations. Biomedical ethics, on the other hand, involves the examination of issues that may only directly affect an individual. For example, the right to informed consent to treatment is fundamental to each patient, but whether an individual patient’s rights in this regard are violated does not generally affect others. Inoculation policy, on the other hand, affects a population of patients. The two disciplines overlap, however, because entire populations may be at risk for developing certain diseases such as diabetes or cardiovascular disease, even though individuals are treated on an individual basis. In addition, many of the issues covered in biomedical ethics are relevant to issues in public health, such as research ethics, informed consent, and privacy.

PHIL 350 | DANTE AND THE GOOD LIFE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Ethical Inquiry area
An investigation into the ethics of character through the literary study of Dante's Divine Comedy, an epic poem about the author's journey through the afterlife (Hell, Purgatory, Heaven). The course contrasts virtue ethics with other approaches. Character traits typically examined include lust, gluttony, envy, wrath, sloth, deceit, loyalty, generosity, humility, courage, justice, wisdom, faith, hope, and love.

PHIL 360 | ETHICAL THEORY
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area
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.

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 405 | GAMES & CHOICES: THE TOOLS OF PHILOSOPHY, POLITICS, & ECONOMICS
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
This course provides an overview of formal methods in Philosophy, Politics, and Economics (PPE), including rational choice, game theory, social choice, and public choice theory. These methods will help students to understand work at the intersection of social science and political philosophy, and provide a way to bring formal and quantitative analysis to the study of social and political phenomena.

PHIL 410 | METAPHYSICS
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 411 | PHILOSOPHY OF KNOWLEDGE
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 412 | PHILOSOPHY OF GOD
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 exnihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality.

PHIL 413 | PHILOSOPHY OF MIND
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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.

PHIL 414 | PHILOSOPHY OF LANGUAGE
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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
Core Attributes: Philosophical Inquiry area
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 416 | PHILOSOPHY OF ARCHAEOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Philosophical Inquiry area
Central questions in philosophy include enquiry into what it means to be human, how we can know other minds, what makes something art, how we can gain knowledge of the world, and how we can act ethically. Each of these issues is central to archaeology. In this course we will use archaeology to illuminate philosophical questions and will use philosophical methods to consider problems archaeologists face.

PHIL 420 | PHILOSOPHY OF RACE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area
This course aims to provide a comprehensive overview of key themes in the philosophy of race. Areas of inquiry include: historical origins of philosophical accounts of race, the metaphysics of race, the social construction of race and racial identity, contemporary social issues concerning race both nationally and internationally, as well as feminism and race, among other topics.

PHIL 423 | AFRICAN AMERICAN PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area
This course introduces students to African American Philosophy through both historical figures who affected philosophical thinking about African American experiences and philosophers who have thought about these experiences and figures' ideas. In this course, students will apply Western philosophical methods to issues such as slavery, integration/self-segregation, assimilation/separatism, busing, affirmative action, reparations for slavery, collective identity and efficacy, intersectionality, etc. Students will apply philosophical methods to concepts such as respect, alienation, oppression, citizenship, forgiveness, progress, etc. as they are either conceptualized or reimagined through African American experiences.

PHIL 427 | HISTORY OF AFRICANA PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2, Philosophical Inquiry area
This course introduces students to Africana Philosophy, which is considered to be a term that accounts for the philosophical contributions of people of African descent in Africa and the Diaspora, namely Africa, the Caribbean, and North America. Central questions discussed herein include very common philosophical questions such as: “What does it mean to be a human being?”; “how is the past (or time more generally) to be understood and accounted for?”; “how is knowledge about ourselves as thinking subjects possible?” However, what makes these questions unique to Africana philosophy are both the way that they intersect between each of the three areas. So the question: “What does it mean to be a human being?” is raised in light of the humanity of peoples of African descent having been or constantly being called into question. There are also questions raised that are unique to Africana Philosophy such as: “What is the connection between language and freedom”; and "how much of the ‘master’s’ tools can dismantle his/her house?.

PHIL 460 | LEGAL REASONING
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
An intensive examination of one or more of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Boethius, Anselm, Abelard and Heloise, Maimonides, Avicenna, Averroes, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith, reason and its limits, God and creation, the eternity of the world, the Incarnation and the Trinity, the immortality of the soul, the problem of evil, the problem of universals, love and free will, the active versus contemplative life, ethics and politics. May be repeated for credit with different course content.

PHIL 472 | STUDIES IN MODERN EUROPEAN PHILOSOPHY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
A survey of the major figures or major themes of continental philosophy from its origins in the Twentieth Century. Figures such as Husserl, Heidegger, Sartre, Arendt, Foucault, Derrida, etc.. Movements such as phenomenology, hermeneutics, existentialism, critical theory, structuralism, post-structuralism, and post-modernism among others. Themes such as the relationship between mind and body, thought and action, authenticity and inauthenticity, death and meaning, politics and identity, language and meaning.

PHIL 475 | STUDIES IN PROCESS PHILOSOPHY
Units: 3
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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)
Core Attributes: Philosophical Inquiry area
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 477 | STUDIES IN THE HISTORY OF PHILOSOPHY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
An in-depth study of major figure(s), theme(s), or movement(s) from a select period in the history of philosophy, such as ancient philosophy, medieval philosophy, modern philosophy, or contemporary philosophy. Figures such as Plato and Aristotle, Augustine and Aquinas, Kant and Hume, Heidegger and Derrida. Themes such as appearance and reality, truth and meaning, freedom and responsibility, personal identity, mind and body, knowledge and skepticism. Movements such as Epicureanism and stoicism, scholasticism and the renaissance, empiricism and the enlightenment, existentialism and post-structuralism.

PHIL 478 | FRENCH THEORY
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
This course presents students with direct exposure to the foundational figures of French Theory, e.g., (postmodernist) Jacques Derrida and (poststructuralist) Michel Foucault. Students in the course will develop an understanding of French Theory's foundational movements (postmodernism and poststructuralism) and terms of art (alterity, aporia, archeology, binary, biopower, dichotomy, differance, discipline, discourse, discursive formation, episteme, exclusion, freedom, genealogy, hegemony, hospitality, ideology, institution, logocentrism, normalization, normativity, panopticism, power, power-knowledge, sexuality, supplement, the other, the marginalized, the trace, and "truth").

PHIL 480 | PHILOSOPHY OF ART
Units: 3 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 Artistotle'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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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
Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE
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 Repeatability: No
Core Attributes: Philosophical Inquiry area
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 | SPECIAL TOPICS IN PHILOSOPHY
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Philosophical Inquiry area
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.

PHIL 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.

Philosophy, Politics and Economics (PPE)

PPE 101 | MORALITY, MARKETS, AND GOVERNMENT
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area
This course provides introduction to the interdisciplinary cluster of Philosophy, Politics, and Economics. students will be introduced to some of the key intellectual tools from each of these disciplines, and shown how they can be used together to shed light on important theoretical and practical debates in morality, economics, and politics. Topics covered may include the nature and justification of property rights, the uses and limits of market prices in coordinating economic activity, the role of government regulation in correcting market failure, the nature and significance of key moral ideas such as distributive justice, freedom, and equality, and the application of these ideas to key policy debates such as health care, environmental regulation, and social welfare policy.

PPE 495 | PPE CAPSTONE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PPE 101
This course, which may be team-taught, provides students with the opportunity to synthesize the philosophical, political, and economic skills and knowledge they have developed over the course of their PPE minor, and to apply them to a sustained inquiry into a relatively focused set of problems in public policy (e.g. financial regulation; the moral limits of markets) or theory (e.g. game theory and distributive justice; rationality and decision making). The course will culminate with the production of a substantial, tiered piece of original research.

Physics (PHYS)

PHYS 102 | PHYSICS OF MODERN LIFE
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
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 106 | EXPLORING THE NIGHT SKY
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area
Non-Core Attributes: Lab
An introduction to astronomy concepts and principles aimed at understanding the dynamics of the night sky. No background in physical science is required. Lab component involves guided hands-on investigation of astronomy principles and may include evening observing sessions.

PHYS 136 | GENERAL PHYSICS I
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year
Corequisites: PHYS 136L
A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

PHYS 136L | GENERAL PHYSICS I LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 136 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 137 | GENERAL PHYSICS II
Units: 3 Repeatability: No
Prerequisites: PHYS 136 and PHYS 136L
Corequisites: PHYS 137L
A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

PHYS 137L | GENERAL PHYSICS II LAB
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 137 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 270 | INTRODUCTION TO MECHANICS
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area
Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-
Corequisites: PHYS 270L
A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

PHYS 270L | MECHANICS LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Non-Core Attributes: Lab
Prerequisites: PHYS 270 (Can be taken Concurrently)
A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM
Units: 3 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)
A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB
Units: 1 Repeatability: No
Core Attributes: Science/Tech Inquiry area
Prerequisites: PHYS 271 (Can be taken Concurrently)
A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

PHYS 272 | INTRODUCTION TO MODERN PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)
An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB
Units: 1 Repeatability: No
Core Attributes: Quantitative reasoning comp
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A laboratory course where students use techniques of experimental physics to explore phenomena in modern physics.

PHYS 281 | INTRODUCTION TO OPTICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L
This lab course provides a hands-on introduction to the fundamentals of optics. Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference. Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS
Units: 1 Repeatability: No
Non-Core Attributes: Lab
Prerequisites: PHYS 272 (Can be taken Concurrently)
A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)
An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

PHYS 301 | ENERGY AND THE ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and societal consequences. It is suitable for students having completed lower-division physics.

PHYS 307 | ASTROPHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

PHYS 314 | ANALYTICAL MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

PHYS 324 | ELECTROMAGNETISM
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

PHYS 325 | INTRODUCTION TO FLUIDS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 330 | QUANTUM MECHANICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

PHYS 340 | BIOLOGICAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
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 up 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 371 | COMPUTATIONAL PHYSICS
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282
A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

PHYS 381 | EXPERIMENTAL BIOPHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency, Quantitative reasoning comp
Prerequisites: PHYS 272 and PHYS 272L
A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

PHYS 388 | STRUCTURE OF MATTER
Units: 3 Repeatability: No
Prerequisites: PHYS 272 with a minimum grade of C-
An introduction to condensed matter physics, the study of the structure and dynamics of solids and liquids. Topics include the structure of crystals and amorphous matter, the scattering of waves to determine the arrangement and motion of atoms or particles, thermal and electrical conductivity, phase transitions, and superconductivity.

PHYS 400 | RESEARCH FORUM
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Undergraduate Research
Prerequisites: PHYS 496 (Can be taken Concurrently)
PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: PHYS 319 or PHYS 371
A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluated the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

PHYS 480 | EXPERIMENTAL MODERN PHYSICS
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
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. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

PHYS 481W | EXPERIMENTAL BIOPHYSICS
Units: 4
Non-Core Attributes: Writing-Pre F17 CORE
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 | EXPERIENTIAL PHYSICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION
Units: 1 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: PHYS 496
First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS
Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: PHYS 271 and PHYS 271L
Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS
Units: 1 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PHYS 272
The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the "big picture" by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

PHYS 496 | RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: PHYS 400 (Can be taken Concurrently)
An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

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

Political Science (POLS)

POLS 100 | POWER AND JUSTICE
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course focuses on theories of political organization, action, and analysis. Readings emphasize primary sources of political thought—from Ancient Greece to modern America—to investigate fundamental problems of political life. How should power be distributed and what ends should it serve? How do diverse political communities define and seek justice? How do they balance other fundamental values, such as liberty and equality? How can these questions help us understand who wins, who loses, and why it matters? These questions and more will guide our investigation of the relationship between power and justice in theory and practice.

POLS 120 | INTRODUCTION TO AMERICAN POLITICS
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 130 | INTRODUCTION TO THE POLITICS OF RACE AND ETHNICITY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
What is the role of race and ethnicity in U.S. politics? Are we post-racial yet? The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context. We will also investigate the potential for colorblindness as an approach to American politics.

POLS 150 | INTRODUCTION TO COMPARATIVE POLITICS
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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: 3-4
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 200 | TOPICS IN POLITICAL THEORY
Units: 3
This course will offer lower division students an opportunity to take a course in a more specialized area of political thought. Topics may include "American Political Thought," "Political Thought in Literature," : Discourse & Democracy," and "Conservative Political Thought" and others.

POLS 220 | TOPICS IN AMERICAN POLITICS AND PUBLIC LAW
Units: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This course will offer lower division students a close look at a particular element fo the American political system. Topics may include "The Presidential Election," "The Vote," and "Money in American Politics" and others.

POLS 250 | TOPICS IN COMPARATIVE POLITICS
Units: 3-4
Core Attributes: Social/Behavioral Inquiry area
This course will offer lower division students the opportunity to examine specialized topcs in comparative politics. Topics may include "Political and Social Change in South Africa and the United States," "Democratization in Comparative Perspective," "political Change in the 21st Century" and others.

POLS 270 | TOPICS IN INTERNATIONAL RELATIONS
Units: 3
This course will offer students a closer look at specialized topics in the international political system. Topics may include "Indigenous Peoples and the Environment," "Rising Powers and the Future of American Global Predominance," "War and Peace in the Twenty-first Century," "Twenty-first Century Global Challenges," and "Political Borders: Cooperation and Conflict Along Interstate Boundaries" and others.

POLS 300 | DEMOCRATIC THEORY
Units: 3 Repeatability: No
This class is an investigation of the virtues and vices of democracy. Course texts will be comprised of works in Ancient political thought, modern and contemporary democratic theory, and works of literature, By working to interrogate and analyze such texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways.

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: 3-4
Non-Core Attributes: Writing-Pre F17 CORE
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 303 | LIBERAL POLITICAL THOUGHT
Units: 3 Repeatability: No
This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

POLS 304 | AMERICAN POLITICAL THOUGHT
Units: 3 Repeatability: No
Through self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forebears. This course explores the varieties of political thought in the United States, highlighting the diversity of perspectives on political life and institutional design throughout American history.

POLS 305 | BLACK POLITICAL THOUGHT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

POLS 306 | CONSERVATIVE POLITICAL THOUGHT
Units: 3 Repeatability: No
Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

POLS 307 | FEMINIST POLITICAL THEORIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
In this course we will explore foundational texts and concepts alongside issues with which feminist theorists around the world have been grappling, both historically and in the present. As you will discover, there is no unitary feminist theory. There is overlap, but there are also marked differences among the approaches that feminists have taken in their pursuit of social change, and with the goal of establishing a more just social order. As we work through the course, we will explore the strengths and limitations of the approaches we encounter, looking at their emergence and implications and exploring how they help us understand and confront our own gendered existence. Above all, we will examine the intersectional workings of power and their impact on political subjectivity, belonging, becoming, and activism in one's communities.

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 309 | SEX, POWER, AND POLITICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 315 | POLITICAL PSYCHOLOGY
Units: 3 Repeatability: No
Prerequisites: POLS 100 or POLS 120 or POLS 130 or POLS 150 or POLS 170
The goal of this course is to introduce you to some of the major topics in political psychology. While it is a subdiscipline in and of itself, political psychology research helps to inform all areas of political science. Why do people think the way they do about politics? What is the role of emotion in our decision-making? How often are our perceptions disconnected from reality, and how could we even identify such a disconnect? What types of personalities seek political office? How do political leaders decide whether to go to war? As we dive into these topics we will also discuss different methodologies political scientists and social psychologists use to approach these kinds of questions.

POLS 316 | STATE AND LOCAL GOVERNMENT
Units: 3 Repeatability: No
This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation, with special attention to California. This course examines the political functions of state and local governments, including the extent to which the national political atmosphere interacts with state and local politics and policymaking.

POLS 317 | ASIAN AMERICAN POLITICS
Units: 3 Repeatability: No
This course examines the political experiences of Asian American people in the United States, including people of Chinese, Japanese, Filipino, Korean, Vietnamese, and other people who identify as Asian American and Pacific Islanders. Key topics include theories of migration; resettlement, organization, and political identity; integration, socialization, and historical treatment; and differences in levels and types of political participation among Asian American people.

POLS 318 | BLACK POLITICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

POLS 319 | POLITICS OF RACE AND ETHNICITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the diverse issues and strategies deployed by racial and ethnic groups in the United States to gain more equitable treatment.

POLS 320 | WAR POWERS IN THE AMERICAN CONSTITUTIONAL SYSTEM
Units: 3 Repeatability: No
This course focuses on the war powers that the Constitution grants to the Congress and the president. Particular attention will be paid to the ways in which that balance has evolved over time from the founding to the present day.

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 322 | CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES
Units: 3 Repeatability: No
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
Non-Core Attributes: Writing-Pre F17 CORE
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 Repeatability: No
This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations.

POLS 330 | RESEARCH METHODS IN POLITICAL SCIENCE
Units: 3 Repeatability: No
Core Attributes: Quantitative reasoning comp
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: 3-4
This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

POLS 343 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 2
Non-Core Attributes: Community Engagement
This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as SOCI 375.

POLS 344 | POLITICS OF U.S. CITIZENSHIP AND MIGRATION
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Migration is one of the most important forces in society today –re-shaping cities, suburbs, rural areas, and nations, altering racial dynamics, influencing families, education, culture, labor markets, and politics. Migration debates are linked to disputes over borders (both literal and figurative), what it means to be a citizen, what newcomers should have to do to become one, the equality of opportunity for minorities, the consistency of our logics of race and ethnicity, and the status of the nation in the global community. Some of the topics we will address are: the ethics of immigration and citizenship, the evolution of immigration policy, the assimilation and incorporation of recent migrants, political rhetoric and public opinion on immigration, and the future direction of immigration policy.

POLS 346 | FOOD AND POLITICS
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
This course will consider food systems through the intersecting lenses of politics, sustainability, race/ethnicity, and culture. Using case studies (both real and fictional) from various political, cultural, and historical contexts, we will examine human relationships with food. We will focus in particular on issues such as: the role of food in cultural traditions; the influence of ethnocultural norms on food cultivation, preparation, and consumption; the intersection of food, culture, and environmental sustainability; and the depictions/influence of popular culture and the arts on socio-ecological food systems.

POLS 347 | CULTURE & ENVIRONMENTAL POLITICS
Units: 3 Repeatability: No
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
This course will consider human responses to the natural world, and the role that cultural influences play in shaping political discourses around the environment. Using case studies from across human history, we will examine human relationships with their environment, focusing on issues such as the sacredness of nature; resource use, degradation, and scarcity; disease and other environmental health factors; and how popular culture and the arts depict and influence the socio-ecological nexus.

POLS 348 | INDIGENOUS PEOPLES AND THE ENVIRONMENT
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
From environmental injustices in California, to the construction of mega-dams in the Amazon, to debates over fishing rights in New Zealand, struggles between indigenous groups and forces of development and globalization are on the rise. At the same time, stereotyped popular perceptions about the relationship between native peoples and the environment often further these inequalities. Although a global system of indigenous rights has been created in recent decades, its impact has been limited, and serious concerns about its long-term potential remain. Through case studies, an interactive negotiation simulation, and in-class research presentations, we will explore the interplay between indigenous peoples, natural resources, and human rights through a variety of disciplinary lenses.

POLS 349 | POLITICS AND THE ENVIRONMENT
Units: 3 Repeatability: No
Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303
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: 3-4
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 353 | POLITICS AND RELIGION
Units: 3 Repeatability: No
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 355 | POLITICS IN EUROPE
Units: 3-4
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 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 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 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: 3-4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
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 selected regions of the world (e.g. Europe, East Asia, Latin America, Africa, South Asia, and the Middle East). 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: 3-4
Non-Core Attributes: Writing-Pre F17 CORE
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 379 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLICIES
Units: 3 Repeatability: No
This course provides an examination of the theoretical and empirical literature on international boundary dynamics and border policies related to diplomacy, migration, trade, economic development, crime, and terrorism. This course may also consider boundary negotiations over contested interstate borders.

POLS 380 | THEORIES OF INTERNATIONAL POLITICAL ECONOMY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
International Political Economy (IPE) offers an advanced integrative overview of philosophical, historical, political, social, and economic approaches to the global economy. That is, this course builds on theoretical work in the field of IPE by integrating the perspectives of moral philosophers, historians, sociologists, and experts in other fields to explore the connections between IPE and other disciplines. In the process, the course explores concepts in micro-and macro-economics, the development of advanced industrial and lesser developed countries, and the role of international economic institutions, actors, and processes. The course also examines special topics, such as international financial crises, inequality, and aid. Guiding questions include: 1) How do economic constraints shape the choices of individuals, groups, firms, and states? 2) In what ways can / should states shape markets, and vice versa? 3) What can and should be done to redistribute wealth within and across different societies?.

POLS 381 | MIGRATION & IMMIGRATION POLITICS AND POLICY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
This course examines trends regarding migration and immigration policy. The course devotes special attention to the United States as the world's leading immigrant receiving country, as well as other major migrant sending and receiving countries. In the process, the course touches on several complex and contentious issues, including citizenship and naturalization, the rights of migrants and refugees, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the inclusion and exclusion of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities.

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: 3-4
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 400 | POLITICAL IDEAS & IDEOLOGIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration
For this course, students draw upon multidisciplinary perspectives to explore how political ideas and ideologies shape our understanding of the world in a collaborative seminar tied to a series of public events co-sponsored by Pi Sigma Alpha (the Political Science Honors Society). The course brings together interdisciplinary scholarly research, political engagement, and discourse across ideological perspectives to help students interact substantively with the history of ideas to better understand both their political community and themselves, while learning what it means to be an engaged scholar whose research informs their approach to their political community (and vice versa). This course may be taught by a single instructor or team-taught by multiple instructors.

POLS 430 | FIELD SEMINAR IN CALIFORNIA GOVERNMENT
Units: 1
Non-Core Attributes: Experiential
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: 3,6 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: No
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: 3-4 Repeatability: Yes (Can be repeated for Credit)
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)
Non-Core Attributes: Experiential
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: 3,6 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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 492 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS--STUDY ABROAD
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Social/Behavioral Inquiry area
Non-Core Attributes: International
Special Topics courses--Study Abroad offer an examination of a topical issue affecting the domestic politics of foreign countries or foreign policy and international relations, while taking a course in a study abroad program. This course number may be repeated for credit provided the topics of the courses are different.

POLS 494 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS
Units: 1-4 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
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: POLS 330
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)
Non-Core Attributes: Experiential
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.

Psychology (PSYC)

PSYC 101 | INTRODUCTORY PSYCHOLOGY
Units: 3
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area
This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology, biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. (every semester).

PSYC 230 | RESEARCH METHODS IN PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
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 Repeatability: No
Core Attributes: Quantitative reasoning comp
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: 0.5-4 Repeatability: Yes (Can be repeated for Credit)
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 300 | RESEARCH METHODS IN PSYCHOLOGICAL SCIENCES
Units: 3 Repeatability: No
Prerequisites: PSYC 101 and (PSYC 260 or BIOL 301 or COMM 265 or ECON 216 or ECON 217 or EOSC 222 or ISYE 330 or MATH 120 or POLS 330 or SOCI 201)
The principles and methods of psychological research through lecture, discussion, and participation in research projects. This course will cover multiple research designs including both experimental and nonexperimental approaches and how to evaluate studies and their conclusions. Students will write a scientific research paper. The course is open to sophomore students. Students may not earn credit for both PSYC 300 and PSYC 230.

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 Repeatability: No
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 Repeatability: No
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 Repeatability: No
Prerequisites: PSYC 101
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. It also 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.

PSYC 322 | SOCIAL PSYCHOLOGY
Units: 3 Repeatability: No
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 324 | CROSS-CULTURAL PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2
Prerequisites: PSYC 101 and (PSYC 230 or PSYC 300)
An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as cognition, personality, emotion, development, the self, motivation, and health. As part of studying these cultural differences, you will also reflect and analyze how your own cultural background influences your perceptions of the world.

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
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: PSYC 101
This course involves an overview of psychological research and theory concerning sex differences, the causes of sex differences, and the influence of gender stereotypes. We will place an emphasis on topics such as sexism, interpersonal relationships, aggression, and health, focusing on how gender dynamics influence power, sustain privilege, and create restrictive social norms for both men and women. Further, the discussion of how gender norms and stereotypes differ across contexts and within and between diverse racial groups and social classes will also demonstrate how an intersectional lens is important to understanding the complexities of gender.

PSYC 332 | LEARNING AND BEHAVIOR
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 339 | HUMAN MEMORY
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
This course will explore different types of memories, and their real-world application. It will emphasize research studies, and will also discuss other memory topics such as enhancement techniques, eyewitness memory, and memory and brain damage.

PSYC 342 | BIOLOGICAL PSYCHOLOGY
Units: 3 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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 Repeatability: No
Prerequisites: (PSYC 101 and (PSYC 230 or PSYC 300) or COGS 101)
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. Students may not receive credit for taking both PSYC 344 and BIOL 438, BIOL 439, EOSC 438, or EOSC 439.

PSYC 346 | EVOLUTIONARY PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only)
Prerequisites: PSYC 101 or COGS 101
The goal of this course is to examine and evaluate the evolutionary perspective as it relates to the study of behavior and mental processes. Interdisciplinary evidence will be explored to evaluate the presence of evolved psychological adaptations that characterize human nature. Applications of the evolutionary perspective will be explored in the context of many subfields within psychology, such as learning, memory, cognitive processing, development, personality, social behavior, disorders and more.

PSYC 347 | BEHAVIOR GENETICS
Units: 3 Repeatability: No
Prerequisites: (BIOL 242 and PSYC 101 and PSYC 230) or (BIOL 242 and PSYC 101 and PSYC 300) or (COGS 101 and BIOL 242)
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.

PSYC 350 | SENSATION AND PERCEPTION
Units: 3 Repeatability: No
Prerequisites: PSYC 101 or (BIOL 240 and BIOL 240L) or COGS 101
This course provides an introduction to the scientific study of sensation and perception. Levels of analysis range from the movement of ions through channels in sensory neurons, to emotional responses to music and philosophical questions about the nature of conscious experience. Sensation and perception are not passive processes of absorbing information from the environment, but require active filtration, selection, and integration of physical stimuli and neural signals. In this course we will study the major human sensory systems using methods from a variety of empirical, theoretical, and applied perspectives including psychology, neuroscience, physics, philosophy, music, visual arts, marketing, and more.

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 Repeatability: No
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 Repeatability: No
Prerequisites: PSYC 101 and PSYC 260 and (PSYC 230 or PSYC 300)
Principles of psychological testing, selection, evaluation, and interpretation of test results.

PSYC 357 | HEALTH PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 101
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 359 | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 360 | PSYCHOLOGY OF STRESS
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Non-Core Attributes: Community Engagement
Prerequisites: PSYC 101
Health psychology is a science that attempts to find out what makes people sick and the impact one’s behavior, biology and environment can have on your well-being and health. One key factor identified to be related to one’s quality of life and wellness is stress. Let’s face it; we all have been under stress at one point and time. Stress is often unavoidable and can be very damaging. However, very few people are aware of the impact stress has on their well-being and even less know how to do anything about it. This course is designed to provide you with an academic study of stress but most importantly, begin your development of life-long skills needed to enhance well-being.

PSYC 362 | BLACK FAMILIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
Prerequisites: PSYC 101
This course presents students with empirical research, theories, and cultural paradigms for understanding the psychosocial realities of Black families in the U.S. across developmental contexts. Students will also develop and expand their racial literacy by exploring language and ideology that has constructed knowledge about Black families.

PSYC 364 | SPORT PSYCHOLOGY
Units: 3 Repeatability: No
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 OF PSYCHOLOGICAL SCIENCE
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PSYC 101
This course explores the roots of modern psychological thought and methodology. It traces these roots from their origins in philosophy and the natural sciences through early developments in the field of psychology and on into its current form as a hub science. Taking a contextual approach to the history of psychology, the course explores how cultural and political forces shaped the science. Special attention is given to the recurring controversial issues that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. Important goals of the course are to introduce students to sources of historical material in psychology and to involve students in research projects using those materials.

PSYC 374 | PSYCHOLOGY AND THE LAW
Units: 3 Repeatability: No
Research dealing with psychological factors in the legal system will be surveyed. Particular emphasis will be placed on applying psychological theory and methods to the criminal justice system in an attempt to understand the behavior of its participants.

PSYC 377 | THEORIES OF PERSONALITY
Units: 3 Repeatability: No
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 378 | EXPLORATIONS IN HUMAN SEXUALITY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2
Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

PSYC 380 | PSYCHOLOGY OF MUSIC
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
Prerequisites: PSYC 101 or COGS 101
Music is a uniquely human skill that has evolved in response to the design of our perceptual and cognitive systems to allow us to communicate about our emotional experiences and to interact with others around us. Accordingly, in this course we will explore the psychological principles that shape our musical experience, focusing on the core areas of the music perception and development, music and emotion, and the social psychology of music. Throughout the semester, students will gain an appreciation for the interdisciplinary nature of music psychology research and learn to evaluate and think critically about psychological research in general. The overarching goal of this course is to provide students with theoretical, methodological, and content knowledge regarding the fascinating intersection between music and psychology.

PSYC 414 | SOCIAL-EMOTIONAL DEVELOPMENT
Units: 3 Repeatability: No
Prerequisites: PSYC 314 or PSYC 316 or PSYC 318
This course focuses on the primary social relationships and experiences that humans have as they develop, including normative features of key social interactions and relationships, variability among individuals, and potential problems within these exchanges. It also addresses the impact of these social-emotional experiences on personality and socio-cognitive development as well as on concurrent or subsequent social relationships.

PSYC 460 | SENIOR SEMINAR IN PSYCHOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: PSYC 300 with a minimum grade of C- and (FYW 150 or CORE 2CFYW)
Senior Seminar courses provide an in-depth examination of a particular topical area in psychology, using classic and current empirical articles and theoretical reviews. The classes are run in a seminar-style, with student-led discussions of readings. Students will select a topic for a literature review and locate, analyze, and interpret the most important literature related to that topic by summarizing current knowledge of the area, critiquing past research, integrating conflicting findings, and applying the knowledge to real world settings. Although course topics and assignments vary, all seminars satisfy Advanced Writing in the core curriculum through an extensive literature review 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 470 | ADVANCED RESEARCH METHODS ANIMAL BEHAVIOR CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 or PSYC 300 with a minimum grade of C-) and PSYC 260 (Can be taken Concurrently)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in animal behavior. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an observational study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 471 | ADVANCED RESEARCH METHODS CLINICAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 (Can be taken Concurrently) and (PSYC 354 (Can be taken Concurrently) or PSYC 355 (Can be taken Concurrently))
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in clinical psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 472 | ADVANCED RESEARCH METHODS COGNITIVE PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 336
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in cognitive psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 473 | ADVANCED RESEARCH METHODS DEVELOPMENTAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and (PSYC 314 or PSYC 316 or PSYC 318)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in developmental psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 474 | ADVANCED RESEARCH METHODS HEALTH PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- or PSYC 300 with a minimum grade of C-) and PSYC 260 and (PSYC 357 or PSYC 359 or PSYC 360)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in health psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 475 | ADVANCED RESEARCH METHODS CONDITIONING AND LEARNING CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 332 (Can be taken Concurrently)
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in learning. The course will involve the discussion and application of research methods and statistics concepts through course content, a series of experimental modules in learning, and the completion of a research proposal (extensive reading in the empirical literature, designing an experimental study, and predicting results); writing and revising a scientific research paper; and orally communicating the proposal in a presentation. Students enrolled in NEUR 475 and PSYC 475 will work together on reading, discussion, and laboratory activities. PSYC 475 will complete the major research project and students will earn the core attribute of advanced writing. Students may not receive credit for taking both PSYC 475 and NEUR 475.

PSYC 476 | ADVANCED RESEARCH METHODS SOCIAL PSYCHOLOGY CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260 and PSYC 322
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in social psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation.

PSYC 479 | ADVANCED RESEARCH METHODS CAPSTONE
Units: 4 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: (FYW 150 or CORE 2CFYW) and PSYC 101 and (PSYC 230 with a minimum grade of C- and PSYC 300 with a minimum grade of C-) and PSYC 260
In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in a particular area of psychology, with rotating topics. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific research paper; and orally communicating the project in a presentation. Additional prerequisites may apply depending on the course topic.

PSYC 490 | PRE-HEALTH INTERNSHIP
Units: 1 Repeatability: No
Non-Core Attributes: Experiential
Prerequisites: PSYC 101
This is a 1-unit pass-fail only course involving fieldwork under the joint supervision of your instructor and the trauma surgery medical staff at Scripps Hospital (currently under the direction of Dr. Michael Sise). For eligibility, students must be participants in the USD Pre-Health Program under the direction of Cassandra Gomez.

PSYC 491 | TEACHING ASSISTANT EXPERIENCE
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Students will gain experience in serving as a teaching assistant for a PSYC or NEUR course, helping students enrolled in a course by holding office hours and exam review sessions. 1 unit. P/F only. Repeatable. By invitation. Requires consent of the instructor.

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: 0.5-4 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)
Non-Core Attributes: Experiential
Experience in serving as a researcher in a project conducted by a faculty member. By invitation. P/F only. Requires the consent of the instructor.

PSYC 498 | INTERNSHIP IN PSYCHOLOGY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: PSYC 101
This is a pass-fail only course involving fieldwork under the joint supervision of your instructor and agency personnel. Junior standing is required unless the instructor grants approval. Students cannot be on academic probation and must obtain instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, individual and/or small group supervision meetings, internship reflection paper, agency performance evaluations, and participation in an internship fair.

PSYC 499 | INDEPENDENT STUDY
Units: 1-3 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.

Real Estate (REAL)

REAL 294 | SPECIAL TOPICS IN REAL ESTATE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

REAL 320 | PRINCIPLES OF REAL ESTATE
Units: 3 Repeatability: No
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. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

REAL 324 | REAL ESTATE MARKET ANALYSIS
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
This course deals with the role, importance and the process of market analysis in real estate. The course is divided into two sections. The first section utilizes market analysis as a tool for decision makers to examine the economic environment of their potential real estate investment, the current market trends and future outlook for real estate. The second section examines how the feasibility of a real estate project is determined across different property types. The course uses the highest and best use analysis to determine any project's feasibility. All aspects of feasibility are discussed in detail including physical, legal and financial. The course focuses on using research methodologies to define the scope of analysis; identify data needs; collect information from various sources, including on-line resources; and interpret the results. Applications to different property types are discussed.

REAL 325 | FINANCING RESIDENTIAL REAL ESTATE
Units: 3 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
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 Repeatability: No
Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and REAL 320 and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 Repeatability: No
Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (MATH 130 with a minimum grade of C- or MATH 133 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-
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 IN REAL ESTATE
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
An in-depth analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

REAL 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of real estate under the supervision of a faculty member. 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. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

REAL 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)
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.

Sociology (SOCI)

SOCI 101 | INTRODUCTION TO SOCIOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1
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
Core Attributes: Quantitative reasoning comp
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
Core Attributes: Social/Behavioral Inquiry area
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 210 | SOCIAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
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 240 | CRIME AND INEQUALITY
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1
Non-Core Attributes: Undergraduate Research
This introductory level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, law and Society concentration.

SOCI 270 | LAW AND SOCIAL JUSTICE
Units: 3
Core Attributes: Social/Behavioral Inquiry area
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: 0.5-4 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 303 | RACE AND ETHNIC RELATIONS
Units: 3 Repeatability: No
Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 2
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 310 | U.S. SOCIETY
Units: 3
Core Attributes: Advanced writing competency, First Yr Integration (LC Only)
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 312 | GENDERED LIVES
Units: 3 Repeatability: No
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 313 | SEXUALITIES
Units: 3-4 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: Yes (Repeatable if topic differs)
Non-Core Attributes: Writing-Pre F17 CORE
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 316 | SOCIAL PSYCHOLOGY: SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
This course is centered on the intersection of the individual and society. Our objective is to understand how our thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. In so doing, we integrate micro and macro sociological perspectives to understand how individual behaviors and social arrangements, such as structures of inequality, are reciprocal and mutually dependent.

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 JUSTICE
Units: 3 Repeatability: No
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 Repeatability: No
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 Repeatability: No
Core Attributes: Advanced writing competency
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 346 | RIGHTS, JUSTICE, LAW AND SOCIAL CHANGE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 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: 3-4
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 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 375 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 2
Non-Core Attributes: Community Engagement
This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as POLS 343.

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
Core Attributes: Advanced writing competency
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
Core Attributes: Oral communication competency
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 413 | FASHION SYSTEM(S)
Units: 3 Repeatability: No
This course explores various and interlocking fashion systems from a sociological perspective. By focusing on the historical conditions and social arrangements across the globe that sustain fashion systems, this class examines how fashion perpetuates and challenges inequality. Topics include sweatshop labor, pollution, social movements, capitalism, cultural appropriation, gender, race, and class.

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 & U.S. SOCIETY
Units: 3 Repeatability: No
This course utilizes the lenses of criminology and sociology in a cross-national, critical evaluation of America's historic and contemporary drug policies. This course systematically examines the pharmacological effects of legal and illegal drugs, the role of moral panics and moral entrepreneurs in shaping the 'war on drugs' and the impacts of criminalization on the community and criminal justice system.

SOCI 442 | SOCIOLOGY OF GUNS
Units: 3 Repeatability: No
This course examines guns from a sociological and critical race perspective. It addresses the question of guns in society by focusing on the conditions that shape the gun debate and the meanings attached to guns as objects of danger on the one hand and safety on the other. Additionally, it explores substantive topics related to gun violence, including community violence, mass shootings, domestic violence, and suicide.

SOCI 470 | SEXUALITY AND BORDERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2
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 Repeatability: No
Core Attributes: Advanced writing competency, Global Diversity level 2
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 473 | SUSTAINABILITY: SOCIOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
This course examines the powerful—but highly contested—concept of sustainability. This task is complicated by the fact that “sustainability” has come to mean so many things to so many different entities, and has generated such a diverse body of academic literature, that it’s difficult to make sense of the term. This course will navigate this complex landscape by critically examining multiple definitions and framings of sustainability, and applying these framings to specific case studies on climate change, energy, water, food, transportation, and waste, to name a few. This course will also explore how understanding sustainability and creating a more sustainable world requires integrating multiple disciplinary perspectives. While a sociological perspective is essential to these tasks, so too are perspectives from the natural sciences, philosophy, history, and the arts, among others.

SOCI 493 | FIELD EXPERIENCE IN SOCIOLOGY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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: 0.5-4 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 495 | CAPSTONE EXPERIENCE IN SOCIOLOGY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration
A capstone is an immersive practicum that is designed to allow graduating sociology majors and minors to integrate their previous coursework in sociology, as well as other substantive fields, into a culminating piece of scholarship or applied work. We will meet as a seminar in addition to carrying out independent work. Our work will bring all your preparation in the major or minor to bear on your final core project, while also encouraging you to develop your intellectual identity through a process of critical reflection on your academic career and professional development as you start to chart your future path.

SOCI 498 | INTERNSHIP IN SOCIOLOGY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

Spanish (SPAN)

SPAN 101 | FIRST SEMESTER SPANISH
Units: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Prerequisites: SPAN 101 or Passing the appropriate departmental placement test within the previous year
This class introduces new structures and continues to develop the four basic language skills—listening, speaking, reading, and writing— with an emphasis on communicative proficiency and cultural awareness.

SPAN 103 | FIRST YEAR SPANISH
Units: 4 Repeatability: No
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 140 | TOPICS IN LITERATURE AND CULTURE
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area
Study at the lower-division level of a topic in literature, film, and culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 141 | TOPICS IN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Domestic Diversity level 1
Study at the lower-division level of a topic in literature, film and/or culture with a Domestic Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 142 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Literary Inquiry area, Global Diversity level 1
Study at the lower-division level of a topic in literature, film and/or culture with a Global Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 194 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Study at the lower-division level of a topic in literature, film and/or culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

SPAN 201 | THIRD SEMESTER SPANISH
Units: 3
Core Attributes: Second language competency
Prerequisites: SPAN 102 or SPAN 103 or Passing the appropriate departmental placement test within the previous year
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 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: SPAN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for both SPAN 202 and 212. Every semester.

SPAN 212 | SPANISH FOR HERITAGE SPEAKERS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: SPAN 201 and Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for both SPAN 202 and 212.

SPAN 280 | INTERMEDIATE COMPOSITION: U.S. LATINX WRITERS
Units: 3 Repeatability: No
Core Attributes: Second language competency
Prerequisites: (SPAN 202 and SPAN 212) or Passing the appropriate departmental placement test within the previous year
This course aims to develop and refine students' writing and grammar skills through the critical study of texts written by U.S. Latinx and Chicanx writers. Analyzing these texts will empower students to expand their reading and writing skills while reinforcing their knowledge of essential grammar concepts. At the same time, students will also reflect critically on issues related to U.S. Latinx and Chicanx communities, such as different registers and dialects of Spanish; internal divisions within these communities; and experiences of migration, diaspora and social exclusion; among others. The course is designed to prepare students for more advanced writing courses in Spanish, such as SPAN 301 (Writing and Composition) or SPAN 311 (Writing and Composition for Heritage Speakers).

SPAN 294 | SPECIAL TOPICS IN SPANISH
Units: 1-3 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. May be taken for credit each time topic changes. Consult with instructor or the department chair.

SPAN 300 | CONVERSATION
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or SPAN 202 or SPAN 212
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 301 | WRITING AND COMPOSITION IN SPANISH
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: SPAN 202 with a minimum grade of C- or SPAN 212 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for taking both SPAN 301 and SPAN 311. Every semester.

SPAN 302 | CULTURAL HISTORY OF SPAIN
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 303 | INTRODUCTION TO CULTURAL ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 304 | CULTURAL HISTORY OF LATIN AMERICA
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 1
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Every semester.

SPAN 305 | SPANISH FOR THE PROFESSIONS AND SOCIAL CHANGE
Units: 3 Repeatability: No
Prerequisites: SPAN 202 or SPAN 212
Inquiry-based course in which students study the contexts and languages of different professions based on their own projected career paths and in relation to multiple approaches to social change, which students learn to examine through a critical lens.

SPAN 306 | PHONETICS AND PRONUNCIATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Oral communication competency
Prerequisites: SPAN 301 or SPAN 311
Introduction to how Spanish sounds are produced and how they vary in different situations. Contrasts between the Spanish and English sound system will be studied in order to help students improve their pronunciation.

SPAN 307 | INTRODUCTION TO HISPANIC LINGUISTICS
Units: 3 Repeatability: No
Core Attributes: Oral communication competency
Prerequisites: Passing the appropriate departmental placement test within the previous year or SPAN 301 or SPAN 311
Study of the Spanish language and its structure to allow students to consolidate their competence and familiarize themselves with important aspects of the language.

SPAN 311 | WRITING AND COMPOSITION FOR HERITAGE SPEAKERS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Prerequisites: SPAN 202 or SPAN 212 or Passing the appropriate departmental placement test within the previous year
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. Students may not receive credit for taking both SPAN 301 and SPAN 311.

SPAN 312 | CREATIVE WRITING WORKSHOP
Units: 3 Repeatability: No
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 Repeatability: No
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 322 | CULTURAL HISTORY OF SPAIN-MADRID CENTER
Units: 3 Repeatability: No
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. Offered in fall at the Madrid Center. Students may not receive credit for taking both SPAN 302 and SPAN 322.

SPAN 360 | SURVEY OF LATIN AMERICAN LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304 (Can be taken Concurrently)
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 394 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
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. May be taken for credit each time topic changes. Consult with instructor or the department chair.

SPAN 410 | LATINX LITERATURES AND CULTURES
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
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.

SPAN 422 | STUDIES IN MEDIEVAL SPANISH LITERATURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303
Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century.

SPAN 423 | STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 302 and SPAN 303
A study of the masterpieces and authors of Spain’s Golden Age (1500-1700). Readings may include poetry, theater, and the novel.

SPAN 424 | DON QUIJOTE DE LA MANCHA
Units: 3 Repeatability: No
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.

SPAN 426 | STUDIES IN 18TH AND 19TH CENTURY PENINSULAR LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and 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.

SPAN 427 | STUDIES IN 20TH AND 21ST CENTURY PENINSULAR LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303
Organized thematically, this courses 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.

SPAN 428 | FOOD AND POLITICS IN SPAIN
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 302 and SPAN 303
This course studies how food creates identities in Spain and how food, its sourcing, preparation, distribution and consumption have intersected with governance since the Middle Ages until the present. It focuses on themes including faith, nationalisms, gender, hunger, democracy, and migration, among others, to understand how food texts elucidate the nuances of these topics in specific historical and political moments.

SPAN 430 | STUDIES IN HISPANIC FILM
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 303
A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Depending on content, this course may count for either the Peninsular or Latin American requirement. Consult with instructor or section director.

SPAN 434 | THE "NEW" WORLD
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 304 or SPAN 302)
A transatlantic study of the historical, cultural, and literary influences involved in the representations of the “New" World during the Colonial Era.

SPAN 440 | TOPICS IN LITERATURE, FILM AND CULTURE
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

SPAN 441 | TOPICS IN LITERATURE, FILM AND CULTURE-DOMESTIC FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Domestic Diversity level 2
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry and the level 2 Diversity, Inclusion and Social Justice-Domestic Focus core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

SPAN 442 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and (SPAN 302 or SPAN 304)
Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Diversity, Inclusion and Social Justice- Global Focus Level 2 core requirement.

SPAN 448 | LATIN AMERICAN SHORT STORY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
A study of the Latin American short story from the beginning of the genre in the 19th century to the present.

SPAN 449 | LATIN AMERICAN NOVEL
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of the novel in Latin America from the 19th century to the “Boom” and beyond.

SPAN 451 | LATIN AMERICAN POETRY
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of the development of Latin American poetry from pre-Columbian times to the present.

SPAN 453 | MEXICAN LITERATURE AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: SPAN 301 or SPAN 311 and SPAN 303 and SPAN 304
A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture.

SPAN 456 | HUMANS RIGHTS IN LATIN AMERICAN CULTURAL PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area
Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303 and SPAN 304
A study of Latin American cultural production in the context of the multiple paradoxes of international human rights discourse. The course focuses on the analysis of literary and filmic texts, but also includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays.

SPAN 458 | JEWISH LATIN AMERICA
Units: 3 Repeatability: No
Core Attributes: Literary Inquiry area, Global Diversity level 2
Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 and 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.

SPAN 460 | TECHNOLOGY IN THE SECOND LANGUAGE CLASSROOM: THEORY AND PRACTICE
Units: 3 Repeatability: No
This course will acquaint students with the principles and practices concerning the use of technology in the second language classroom. Its main focus will be to explore the connection between Second Language Acquisition (SLA) theories and the implementation of current multimedia technologies. We will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language.

SPAN 493 | FIELD EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Placement in a community agency where advanced Spanish language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

SPAN 494 | SPECIAL TOPICS IN SPANISH
Units: 1-3 Repeatability: Yes (Repeatable if topic differs)
Prerequisites: SPAN 303 and (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 304)
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. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

SPAN 495 | SENIOR CAPSTONE PROJECT
Units: 1-3 Repeatability: No
This is an optional 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. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

SPAN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION
Units: 1-3 Repeatability: No
Core Attributes: Advanced Integration
This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

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.

Special Education (EDSP)

EDSP 370P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION
Units: 3
Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at–risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision–making process and ongoing instruction.

EDSP 371P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED
Units: 3
Knowledge and strategies to provide skills to identify, manage and monitor our own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

EDSP 373P | COLLABORATION WITH FAMILIES AND PROFESSIONALS
Units: 3
This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

EDSP 375P | EVIDENCED BASED INCLUSIVE PRACTICES MILD/ MODERATE 5-22
Units: 1-3
Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs) aligned with CA content standards. Fieldwork: a 25-hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the pact project. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

EDSP 389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY
Units: 3
This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 393S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP
Units: 2
The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration. (Pending Fall 2015 Approval.).

EDSP 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 signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

EDSP 490P | STUDENT TEACHING MILD TO MODERATE DISABILITIES
Units: 9 Repeatability: No
Corequisites: EDSP 490S
Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, and general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs), and CalTPA. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan.

EDSP 490S | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR-MILD MODERATE
Units: 3 Repeatability: No
Corequisites: EDSP 490P
EDSP 490S is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from highs school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

EDSP 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 signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

Supply Chain Management (BSCM)

BSCM 294 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An overview and analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BSCM 300 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT
Units: 3 Repeatability: No
Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

BSCM 302 | INTRODUCTION TO SUPPLY CHAIN MANAGEMENT
Units: 3
Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

BSCM 303 | STRATEGIC COST MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: ACCT 202 with a minimum grade of C- and BSCM 300 (Can be taken Concurrently) and ECON 101 with a minimum grade of C-
This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions.

BSCM 305 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency
Non-Core Attributes: Undergraduate Research
The increasing globalization of suppliers and customers has focused concern on issues of sustainable and socially responsible management across global supply chains. In this course, we explore the main risks, opportunities and practices we now see in global supply chain management relating to both conceptual and practical perspectives on sustainable practice. Mastery of subject matter will be developed through academic and applied research, and demonstrated by expository writing leading to production of a publishable quality final paper.

BSCM 307 | SUPPLY CHAIN ANALYTICS
Units: 3 Repeatability: No
Advances in information technologies allow companies to collect data in the amount and speed that have never been before. For instance, Wal#Mart captured 20 million transactions per day in 2003 in their database system. A new question then arises: What can we learn from them to help us make better decisions? We will learn some of the techniques to help us address that question in operations management. This course develops advanced ability to use quantitative methods and Excel spreadsheet to build effective models for operational decisions. The course introduces analytical and modeling tools for operations and supply chain management topics including inventory control, supply chain network design, logistic planning, demand planning.

BSCM 494 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT
Units: 1-4 Repeatability: Yes (Repeatable if topic differs)
An in-depth analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

BSCM 496 | UNDERGRADUATE RESEARCH
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Students develop and/or assist in research projects in various fields of supply chain management under the supervision of a faculty member. 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.
A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

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

Teacher Education (EDTE)

EDTE 300P | DIVERSITY, INCLUSION & SCHOOLING
Units: 3 Repeatability: No
This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

EDTE 301P | METHODS FOR LANGUAGE & LITERACY
Units: 3 Repeatability: No
This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

EDTE 302P | ELEMENTARY METHODS I: MATH & SCIENCE
Units: 3 Repeatability: No
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

EDTE 303P | ELEMENTARY METHODS II: HUMANITIES
Units: 3 Repeatability: No
Prerequisites: EDTE 302P
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts.

EDTE 304P | SECONDARY METHODS I
Units: 3 Repeatability: No
This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

EDTE 305P | SECONDARY METHODS II: SOCIAL SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

EDTE 306P | SECONDARY METHODS II: SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

EDTE 307P | SECONDARY METHODS II: MATHEMATICS
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

EDTE 308P | SECONDARY METHODS II: ENGLISH
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

EDTE 309P | SECONDARY METHODS II: WORLD LANGUAGE
Units: 3 Repeatability: No
Prerequisites: EDTE 304P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

EDTE 310P | EDUCATIONAL PSYCHOLOGY
Units: 3 Repeatability: No
This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

EDTE 311P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS
Units: 3 Repeatability: No
Prerequisites: EDTE 300P
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

EDTE 312P | METHODS FOR MULTILINGUAL LEARNERS
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
This course intends to provide candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

EDTE 313P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT
Units: 3 Repeatability: No
PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

EDTE 316 | TECHNOLOGY & LEARNING
Units: 3 Repeatability: No
Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ITSE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

EDTE 317P | ASSESSMENT: PRE-REFERRAL TO COLLABORATIVE SUPPORT
Units: 3 Repeatability: No
This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/ CELDT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

EDTE 318C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE
Units: 3 Repeatability: No
This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

EDTE 319P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH
Units: 3 Repeatability: No
Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

EDTE 320P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE
Units: 3 Repeatability: No
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 321P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES
Units: 3 Repeatability: No
Prerequisites: EDTE 320P
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 452P | CLINICAL EXPERIENCE: EXTENDED PRACTICUM
Units: 3 Repeatability: No
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they "try out" lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's credential pathway. NOTE: this course follows the USD schedule.

EDTE 500P | DIVERSITY, INCLUSION & SCHOOLING
Units: 3 Repeatability: No
This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

EDTE 501P | METHODS FOR LANGUAGE & LITERACY
Units: 3 Repeatability: No
This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

EDTE 502P | ELEMENTARY METHODS I: MATH & SCIENCE
Units: 3 Repeatability: No
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

EDTE 503P | ELEMENTARY METHODS II: HUMANITIES
Units: 3 Repeatability: No
Prerequisites: EDTE 502P with a minimum grade of C-
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts.

EDTE 504P | SECONDARY METHODS I
Units: 3 Repeatability: No
This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

EDTE 505P | SECONDARY METHODS II: SOCIAL SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 504P
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

EDTE 506P | SECONDARY METHODS II: SCIENCE
Units: 3 Repeatability: No
Prerequisites: EDTE 504P with a minimum grade of C-
This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

EDTE 507P | SECONDARY METHODS II: MATHEMATICS
Units: 3 Repeatability: No
Prerequisites: EDTE 504P with a minimum grade of C-
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

EDTE 508P | SECONDARY METHODS II: ENGLISH
Units: 3 Repeatability: No
Prerequisites: EDTE 504P with a minimum grade of C-
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

EDTE 509P | SECONDARY METHODS II: WORLD LANGUAGE
Units: 3 Repeatability: No
Prerequisites: EDTE 504P with a minimum grade of C-
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

EDTE 510P | EDUCATIONAL PSYCHOLOGY
Units: 3 Repeatability: No
This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

EDTE 511P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS
Units: 3 Repeatability: No
Prerequisites: EDTE 500P with a minimum grade of C-
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

EDTE 512P | METHODS FOR MULTILINGUAL LEARNERS
Units: 3 Repeatability: No
Non-Core Attributes: Community Engagement
This course intends to provide candidates with knowledge and skills so they can provide a supportive learning environment for students' second language acquisition by using research based instructional approaches such as G.L.A.D, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) in the four domains; Listening, speaking, reading, and writing development. Candidates learn how to informally assess English learners (Multilingual learners or MLs) in the domains and design instruction that is linguistically, culturally and academically appropriate and addresses the needs of individual students. Candidates practice scaffolding for ELD in language arts, and for structured English immersion. They learn how to plan ELD/ELA standards-aligned lessons and to employ a variety of instructional strategies, including comprehensible input, scaffolding, and critical inquiry for the different language proficiency levels. Candidates also demonstrate an understanding about the differences between students whose only instructional need is to acquire Standard English proficiency and students who may have an identified disability affecting their ability to acquire standard English proficiency. They learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The course helps candidates develop socio-cultural knowledge, pedagogical skills and dispositions to support multilingual learners (MLs), and skills to create effective and supportive welcoming environments. This course reviews policy that has had an impact on MLs and reviews the theoretical perspectives of second language (L2) acquisition and programs for this student population.

EDTE 513P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT
Units: 3 Repeatability: No
PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

EDTE 514 | EDUCATIONAL RESEARCH METHODS
Units: 3 Repeatability: No
This course is an introduction to research methods with an emphasis on reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies, focusing on the nature of action research and action research methodology. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. Candidates will complete a certification through the Institutional Review Board (IRB) in understanding the principles and policies of ethical research on human subjects. Candidates will use the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement to assess their classroom and students' needs, conduct a literature review, identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their field placement. They will analyze the findings and reflect on their own instructional style towards becoming teacher-researchers.

EDTE 515S | CAPSTONE SEMINAR
Units: 3 Repeatability: No
Prerequisites: EDTE 514 with a minimum grade of C-
In keeping with the re-iterative structure of action research, in this course, candidates will complete a second cycle of the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement. Candidates will reflect on their implementation of the first cycle, make appropriate modifications and conduct a second cycle of implementation. This course will support candidates as they work to analyze data collected in their field placements, and as they continue on their journey as teacher-researchers. This capstone course culminates in the dissemination of candidates' research through a written paper that maintains appropriate academic tone and style and a presentation to a professional audience.

EDTE 516 | TECHNOLOGY & LEARNING
Units: 3 Repeatability: No
Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ITSE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

EDTE 517P | ASSESSMENT: PRE-REFERRAL TO COLLABORATIVE SUPPORT
Units: 3 Repeatability: No
This course applies developmental, psychological, academic, social, and behavioral characteristics of learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as ELPAC/CELDT, High Stakes Tests, etc.); assess a student's present levels of performance using norm-referenced, criterion referenced, curriculum-based measures, observations, and interviews; and gather information from multiple sources to inform identification, placement, planning, monitoring, and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs. The holistic assessment of diverse learners supports candidates in learning the skills necessary in teacher performance expectations and the standards of the CalTPA in a legal and ethical manner.

EDTE 518C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE
Units: 3 Repeatability: No
This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

EDTE 519P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH

Units: 3 Repeatability: No

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

EDTE 520P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE

Units: 3 Repeatability: No

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 521P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES

Units: 3 Repeatability: No

Prerequisites: EDTE 520P with a minimum grade of C-

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

EDTE 522 | FOUNDATIONS IN TRAUMA AWARENESS, RESILIENCE, AND RESTORATIVE APPROACHES ACROSS THE PROFESSIONS

Units: 3 Repeatability: No

This interdisciplinary Foundations Course, central to the "Certificate of Trauma Awareness, Resilience and Restorative Approaches Across the Professions," is designed to provide an integrative lens on stress and trauma, restorative practice and approaches, and individual and community resilience. The course combines an academic understanding of the science of trauma with an experiential learning of skill-building practices which emphasize self-reflection, social and emotional awareness, resilience-centered trauma literacy for application in non-clinical settings, and a practical knowledge of restorative approaches across various disciplines. This Foundations Course is designed for professionals as well as USD graduate students interested in developing their understanding of stress, trauma, development, and adaptive capacity; expanding trauma awareness and cultural sensitivity in context; learning core principles of restorative practice working with communities; and exploring how the integration of trauma awareness, resilience, and restorative approaches can be implemented across professions.

EDTE 551P | CLINICAL EXPERIENCE 1: PRACTICUM
Units: 1 Repeatability: No
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. This practicum is a one day per week field experience at a school site selected by the Field Experiences Offices. Candidates are placed at schools with members of their cohort This field experience is a 75 hour experience at a qualified school site. NOTE: this course follows the USD schedule.

EDTE 552P | CLINICAL EXPERIENCE 2: EXTENDED PRACTICUM
Units: 2 Repeatability: No
Prerequisites: EDTE 551P with a minimum grade of C-
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. NOTE: this course follows the USD schedule.

EDTE 553F | GENERAL EDUCATION STUDENT TEACHING AND SEMINAR
Units: 3 Repeatability: No
EDTE 553F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. Some semester meetings will be based on modules to support the completion of the California Teacher Performance (CalTPA). While teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor, complete CalTPA cycles 1 and 2, and build their Individual Development Plan (IDP) to bring with them into their future induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration.

EDTE 554F | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR - MILD MODERATE
Units: 3 Repeatability: No
EDTE 554F is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates’ roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from highs school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

EDTE 555F | FIELD PLACEMENT SUPPORT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
This seminar runs concurrent with the field experience of a teacher of record either through internship at a public TK-12 setting or full-time teacher place at a private TK-12 institution. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher of record, make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and address special topics as they work towards meeting the teacher performance expectations set out by the state of California, University of San Diego, and their school placement.

EDTE 556F | BILINGUAL/DUAL LANGUAGE CLINICAL EXPERIENCE: STUDENT TEACHING
Units: 3 Repeatability: No
Prerequisites: EDTE 518C with a minimum grade of C- and EDTE 519P with a minimum grade of C- and EDTE 520P with a minimum grade of C- and EDTE 521P with a minimum grade of C-
Student teaching is a full semester, all day teaching experience at a qualified bilingual/dual language school site under the supervision of a bilingual/dual language credentialed cooperating teacher and bilingual/dual language credentialed University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. In this case-bilingual authorization-Spanish.

Theatre (THEA)

THEA 101 | SCRIPT ANALYSIS
Units: 3 Repeatability: No
Core Attributes: Artistic Inquiry area
This course focuses on the analysis of dramatic literature – learning how to closely read, examine, dissect, interpret, and analyze play scripts – which is the essential foundation for playmaking. Through the process of excavating a script for the ideas that ultimately shape the play in performance, students will develop critical thinking skills. The course includes extensive reading, written analysis, individual and group projects, and class discussion.

THEA 111 | THEATRE AND SOCIETY
Units: 3-4 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

THEA 116 | THEATRE PRACTICUM - ACTING/STAGE MANAGEMENT
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This course is for those cast in acting roles or assigned to work as an Assistant/ Stage Manager in a Theatre Department show. Attendance required at all rehearsals and performances for the assigned show. Course is open to non-theatre majors/minors and repeatable for up to 3 units. Audition information available in Theatre office and on-line.

THEA 117 | THEATRE PRACTICUM - BACKSTAGE AND PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This course is for students working backstage in a Theatre Department production. Student may be assigned to work in a number of backstage roles such as a dresser or lighting board operator. Attendance required for class meetings and all required rehearsals and performances for the assigned show. Student must check production calendar for conflicts and may register prior to being assigned to a show. No previous production experience necessary. Course is open to non-theatre majors/minors and 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 Repeatability: No
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 Repeatability: No
Core Attributes: Artistic Inquiry area
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.

THEA 230 | FUNDAMENTALS OF ACTING
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
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.

THEA 294 | SPECIAL TOPICS IN THEATRE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

THEA 316 | THEATRE PRACTICUM - COSTUME PRODUCTION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: THEA 205
This course is for students to practice costume production skills initiated in THEA 205 – Technical Theatre. Students work in the costume shop over the course of the semester to fulfill the course requirement. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

THEA 317 | THEATRE PRACTICUM - STAGECRAFT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Prerequisites: THEA 205
This course is for students to practice stagecraft skills initiated in THEA 205 – Technical Theatre. Students will work in scenery, lighting and sound production. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

THEA 320 | SCENIC DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 220 or ARCH 101 or ENGR 101
This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend theatrical productions, both on and off campus.

THEA 325 | LIGHTING AND SOUND FOR ENTERTAINMENT DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 205
In this course, students will learn how to use lighting and sound to support a performance. The course covers both technical aspects of modern lighting and sound equipment as well as foundational work in principles of design to help students understand why different pieces of equipment are used and when to use them.

THEA 330 | COSTUME DESIGN
Units: 3 Repeatability: No
Prerequisites: THEA 101 and 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 Repeatability: No
Prerequisites: THEA 101 and 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 345 | PHYSICAL ACTOR
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
Through this course, students will learn physically-based performance techniques as a means to discover the body and its movement through space as an inspiration for the actor and the primary generator of meaning in theatre. Selected topics may but will not necessarily include clowning, commedia dell'arte, masks, stage combat and other approaches drawn from movement training.

THEA 360 | THEATRE HISTORY 1
Units: 3 Repeatability: No
Prerequisites: THEA 101
This course examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from commedia dell’arte to kabuki in oral and manuscript cultures through early print cultures.

THEA 362 | THEATRE HISTORY 2
Units: 3 Repeatability: No
Prerequisites: THEA 360
This course builds upon Theatre History 1 and examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from popular spectacles to postmodern experiments beginning in periodical print cultures and extending into electric and electronic communication cultures.

THEA 365 | PLAYWRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Artistic Inquiry area
Prerequisites: THEA 101 and (THEA 230 or ENGL 121)
This course focuses on writing scenes and creating work in playwriting format, through reading, writing, and acting exercises. The final project is an original one-act play.

THEA 367 | LONDON PLAYS IN PRODUCTION
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

THEA 370 | PERFORMANCE STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Oral communication competency
This course is part of the written and oral communication competency series. As an Advanced Writing course, Performance Studies focuses on writing as a process, teaching students how to assess and conduct scholarship in the field. As an Oral Communication course, students will develop well-structured presentations that clearly and compellingly communicate a central argument, use engaging examples as well as a strong delivery. Students will explore and engage with a range of disciplinary methods for analyzing, understanding, and discussing performance in order to learn and apply critical and theoretical concepts as a means to develop skills as scholar-practitioners.

THEA 380 | THEATRE OF DIVERSITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1
Prerequisites: THEA 101 and THEA 230
This course explores the dynamic cannon of U.S. theatre literature with a focus on diversity, inclusion and social justice. Primarily a lecture based course, theatre exercises are also used as a teaching tool to foster deeper connections with the material. Student creativity is highly valued, encouraged and supported.

THEA 390 | DIRECTING AND STAGE MANAGEMENT
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 220 and THEA 230
This course focuses on the duties of the two playmakers responsible for leading, planning, executing, and administering the collaborative processes inherent in the rehearsal and performance of theatrical production: the Director and the Stage Manager. Processes, skills, and principles introduced and developed include basic leadership principles, fundamentals of management, organizational structure, theatricality, production concept, effective communication in a collaborative setting, rehearsal etiquette and protocol, staging practice, technical rehearsals, and theatrical performance.

THEA 430 | CONTEMPORARY ACTING
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
This course is an advanced study in contemporary acting techniques. Selected topics may but will not necessarily include the Chekhov Technique, the Meisner Technique, Richard Schechner’s Rasaboxes™, Acting for the Camera, Acting for Musical Theatre, Stanislavski's Active Analysis, and Viewpoints.

THEA 435 | CLASSICAL ACTING
Units: 3 Repeatability: No
Prerequisites: THEA 101 and THEA 230
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 475C | THEATRE AND COMMUNITY
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Advanced Integration, Domestic Diversity level 2
Non-Core Attributes: Community Engagement, International
Prerequisites: THEA 230
This course focuses on the use of theatre and performance as a means of exploring social justice issues in partnership with community organizations. Students will engage the skills necessary for creating theatre on issues of mutual concern and collaborate in multiple and variable levels of the artistic creation. This class culminates in the staging of a final theatrical event. Fulfills: AI (Advanced Integration) and FDD2 (Domestic Diversity Level 2).

THEA 494 | SPECIAL TOPICS IN THEATRE
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

THEA 498 | PROFESSIONAL INTERNSHIP
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
Internship opportunities may be taken for credit, with the oversight of Theatre faculty. 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 instructor as well as the academic advisor should be consulted before beginning an internship. A maximum of six internship units can be earned.

THEA 499 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Individual study working in close collaboration with a faculty advisor. Consent of faculty advisor and department chair as well as completion of the Independent Study Form available through One Stop required for registration.

Theology & Religious Studies (THRS)

THRS 110 | EXPLORING RELIGIOUS MEANING
Units: 3
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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. Students may not receive credit for taking both THRS 112 and THRS 113.

THRS 113 | WORLD RELIGIONS IN SAN DIEGO
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area
A survey of major religious traditions of the world, including Catholic Christianity, focusing on their presence in San Diego and issues of power, privilege, and social justice. Students may not receive credit for taking both THRS 112 and THRS 113.

THRS 114 | INTRODUCTORY STUDIES IN CATHOLIC THEOLOGY
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course introduces students to the methods and content of Christian theology, with particular emphasis on Catholic theological traditions. In addition to theological method, topics may include the scriptures, history of the church and/or theology, the nature of theological discourse, and examination of select topics or issues in theology.

THRS 116 | INTRODUCTION TO BIBLICAL STUDIES
Units: 3-4
Core Attributes: Theo/Religious Inquiry area
A study of the Bible: its formation, historical character, primary themes, and interpretation.

THRS 119 | CHRISTIANITY AND ITS PRACTICE
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life. Students may not receive credit for taking both THRS 119 and THRS 120.

THRS 120 | CHRISTIANITY AND CONQUEST
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
An introduction to the history, current status, and theological themes of Christianity, including Catholicism. Emphasis on the relationship between Western Christianity and European colonialism, including how Christian beliefs have been deployed both to rationalize and to resist imperialist and colonialist domination. Students may not receive credit for taking both THRS 119 and THRS 120.

THRS 121 | CHICANX RELIGIOUS IDENTITIES
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area
An historical and contextual investigation of Chicanx identities in relation to religious and spiritual traditions, with special attention to Catholic Christianity. Students will engage in community based learning and reflect critically on constructions of power, privilege, and oppression.

THRS 125 | FUNDAMENTALS OF AFRICANA STUDIES II
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

THRS 203 | SPECIAL TOPICS IN RELIGIOUS STUDIES
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
An examination of selected issues or themes in religion to be chosen by the instructor. Topics will have a comparative focus, with special attention to Catholic Christianity as well as theory and method in religious studies. Topics will vary semester by semester. A list of current special topic offerings is available on the department website.

THRS 231 | CHRISTIAN CHANGEMAKERS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

THRS 232 | RELIGION AND ANIMALS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
An introduction to the subfield of animals and religion. Special attention will be given to Catholic and Jewish traditions, world views, and practices.

THRS 233 | RELIGION AND FOOD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
An introduction to religious studies through a consideration of food, the systems that produce food, and the religious and ethical questions associated with food. We will consider the theme of religion and food in select Abrahamic traditions (Jewish, Christian, and Muslim traditions), Dharma traditions (Hindu, Jain, and Buddhist traditions), indigenous North American traditions, and ask what food means or should mean at USD as a value-based Catholic university.

THRS 294 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Theo/Religious Inquiry area
An examination of selected issues or themes in theology and/or religious studies, to be chosen by the instructor. Course meets FTRI learning outcomes 1 and 2 in core curriculum.

THRS 301 | RELIGION CAFÉ: MAJORS AND MINORS SEMINAR
Units: 3 Repeatability: No
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Theo/Religious Inquiry area
Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study-abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

THRS 311 | JEWISH FAITH AND PRACTICE - ADVANCED WRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students will write a thesis-driven research paper. This course fulfills the Advanced Writing requirement of the core curriculum. Students may not receive credit for taking both THRS 311 and THRS 313.

THRS 312 | THE HINDU TRADITION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of key aspects of the multiple ways of being religious that form the Hindu tradition, including scriptures, theologies, spiritualities, rituals, social practices, images of divinity, important figures, and contemporary developments. Points of contact with other Indic traditions, Christianity, and Islam will be considered as appropriate.

THRS 313 | JEWISH FAITH AND PRACTICE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students may not receive credit for taking both THRS 311 and THRS 313.

THRS 314 | BUDDHIST THOUGHT AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Global Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 THOUGHT AND CULTURE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 318 | ISLAM, WOMEN AND LITERATURE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 | INDIGENOUS RELIGIONS AND SPIRITUALITIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
Using a religious studies method, this course introduces students to the diversity of Indigenous religious and spiritual traditions across Turtle Island, with special attention to local Indigenous communities. Students will also be introduced to Indigenous theories and decolonizing methodologies and consider the challenges that these fields pose to the study of Indigenous religions.

THRS 323 | WAR AND PEACE IN THE CHRISTIAN TRADITION
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area, Theo/Religious Inquiry area
An examination of the three dominant paradigms for thinking about war and peace in the Christian tradition: holy war, pacifism, and just war. We will consider how these frameworks are employed today in both religious and secular contexts as we apply these frameworks to the evaluation of particular conflicts/issues, which may include: the wars in Afghanistan and Iraq, humanitarian interventions, the 'war on terrorism,' preemptive and preventive war, drones, weapons of mass destruction, and care for veterans. Throughout, students will build skills in ethical analysis and reflexivity. There are no prerequisites for this course.

THRS 326 | RELIGION AND THE PERFORMING ARTS IN BALI
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Global Diversity level 1, Theo/Religious Inquiry area
This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with MUSC 341.

THRS 330 | REPRODUCTIVE JUSTICE AND CATHOLIC THEOLOGICAL ETHICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
An exploration of reproductive justice as a theoretical and ethical framework. The course will consider areas of both common ground and conflict between a reproductive justice framework and Catholic theo-ethical principles and teachings.

THRS 331 | SEXUAL ETHICS IN THE CATHOLIC TRADITION
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area
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 332 | HIV/AIDS AND CHRISTIAN ETHICS
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, First Yr Integration (LC Only), Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 294
An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons.

THRS 333 | LGBTQ+ AND CHRISTIANITY
Units: 3 Repeatability: No
Core Attributes: Advanced Integration, Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical analysis of how Christians have understood marginalized sexual identities and gender identities, with particular attention to issues of power, privilege, and intersectionality.

THRS 334 | CHRISTIAN SOCIAL ETHICS
Units: 3 Repeatability: No
Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course is designed to introduce students to the field of Christian social ethics. Students will read selections from Christian thinkers, examine various sources of and approaches to Christian ethical reflection, and critically assess a variety of contemporary moral issues.

THRS 335 | CATHOLIC SOCIAL THOUGHT
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
Non-Core Attributes: Community Engagement
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course will examine the living tradition of Catholic social thought. Major themes in Catholic social teaching will be explored, including the role of the Church in civil society, economic justice, sustainability, peacemaking, and a consistent ethic of solidarity, among others.

THRS 338 | FAITH & ENVIRONMENTAL JUSTICE
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course explores how faith rooted approaches to ecological issues can play a pivotal role in addressing our current environmental crisis.

THRS 340 | BEING HUMAN: RACE, GENDER & SEXUALITY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294
What does it mean to be "human?" When someone is referenced as being less than human – "like an animal" – what are the implicit and explicit socio-theological assumptions that inform such dehumanizing rhetoric? This course explores the Christian theological development of the human person – or theological anthropology – with special attention to race, gender, and sexuality.
Prerequisites: Any lower-division THRS course THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294, or consent of the instructor.

THRS 343 | CHRISTIAN MARRIAGE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

THRS 349 | ART AND THE THEOLOGICAL IMAGINATION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
What role do the arts and creative expression play in the task of theology, the disciplined and critical reflection on belief and the nature of God? The meanings discoverable through art and the creative process lead to deeper questions, enhancing critical thought. Art expresses our nature as spiritual beings inseparable from the material world; it explores morality, politics, emotion, the subconscious, and the unknown. The "theological imagination" is a way of perceiving and appreciating the sensible world, as Margaret Miles points out, "with 'a certain slant of light,' in which other human beings, the natural world, and objects appear in their full beauty, transformed." The thesis of the course is that great art, whether explicitly containing religious symbolism or not, reveals the depth dimension of reality, what might be called "God." This course will consider the meaning and function of theological aesthetics, and attempt to cultivate tools for the appreciation of visual culture: a sharper awareness of seeing, attention to detail, and the habit of mind that recognizes the beautiful as well as the ambiguous.

THRS 350 | CHRISTIAN SPIRITUALITY
Units: 3-4 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 204 or THRS 231 or THRS 232 or THRS 294
An exploration of diverse Christian spiritual traditions and an introduction to the methods of the theological sub-discipline of Christian Spirituality.

THRS 353 | EARLY CHRISTIANITIES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course investigates the earliest Christianities from the first five centuries of the common era with an emphasis on the diversity and contestations of practices and beliefs that characterize the period. Students will focus on the demarcation of Christianity from Judaism, the forms of self-definition that emerge in the period of imperial persecution, and the shifts that take place when the movement gains the support of the Roman emperors in the fourth century. Emphasis will be placed on working with ancient texts and situating them in their broader historical and cultural contexts.

THRS 356 | CATHOLICISM IN THE UNITED STATES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of the history of the Catholic Church in the United States of America. Emphasis on racial and ethnic diversity in the Church, with attention to how social, political, and ecclesial power dynamics have shaped Catholics' varied experiences. Required any lower division THRS course or permission of the instructor.

THRS 357 | SAINTS AND SINNERS IN U.S. PROTESTANTISM
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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.

THRS 358 | LATINOA CATHOLICISM
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A culturally contextualized study of the beliefs and practices of Latinoa Catholics in the U.S., with particular emphasis on popular Catholicism.

THRS 359 | JESUS OF HOLLYWOOD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical analysis of the life and message of Jesus of Nazareth through the lens of Hollywood films, including theological, historical, and socio-cultural issues raised by this cinematic tradition.

THRS 360 | WHO IS JESUS?
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns.

THRS 361 | JESUS AND JUSTICE
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns. Emphasis on how members of groups traditionally underrepresented in society interpret Jesus' life and message. Students may not receive credit for taking both THRS 360 and THRS 361.

THRS 362 | CHRISTIAN UNDERSTANDINGS OF SALVATION
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

THRS 365 | BLACK AND WOMANIST THEOLOGIES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
This course will explore Black and Womanist theologies in historical context, paying particular attention to the historical movements, foundational thinkers, and critical voices that have shaped and are reshaping Black and Womanist theologies.

THRS 366 | THE PROBLEM OF GOD
Units: 3 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area
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 AND ETHICS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area
An exploration of contemporary feminist theologies and ethics from the Christian perspective to gain knowledge of feminist contributions and challenges to the whole of Christian traditions. Included is a survey of the historical emergence of feminist theologies, methods, major theological themes, and feminist Christian approaches to contemporary problems (from different contexts and multiple perspectives).

THRS 369 | LIBERATION THEOLOGY
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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.

THRS 371 | CULTS AND SECTS IN THE UNITED STATES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of new religious movements commonly called cults and sects in the U.S.

THRS 372 | WOMEN, GENDER, AND CHRISTIANITY IN THE ANCIENT WORLD
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An historical and contextual examination of the relationship between women, gender, and Christianity in late antiquity. Students will learn about the history of women and the role of gender in Christian literature from the first six centuries of the common era.

THRS 375 | FAITH AND POLITICS: THEOLOGICAL PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
A theological study of the public and political roles of religion, including evaluation of the impact of religious beliefs on political behavior.

THRS 376 | RACIAL JUSTICE: CATHOLIC PERSPECTIVES
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 202 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of Catholic approaches to the struggle for racial justice in US society and the US Catholic Church.

THRS 377 | THE THEOLOGIES OF MARTIN LUTHER KING, JR. & MALCOLM X
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area
Prerequisites: or THRS 294THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of the theologies, political philosophies and lives of Martin Luther King, Jr. and Malcolm X.

THRS 379 | LITERATURE, THEOLOGY, & THE RELIGIOUS
Units: 3 Repeatability: No
Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
An examination of the intersection between and history of religion and literature using novels, plays, poetry and essays.

THRS 381 | THE FIVE BOOKS OF MOSES
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
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 | SINNERS AND SOCIAL JUSTICE: THE GOSPEL OF LUKE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294
A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship.

THRS 384 | GOSPEL OF LUKE: SINNERS AND SOCIAL JUSTICE (ADVANCED WRITING)
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or CORE 2FTRI or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 202 or THRS 203 or THRS 231 or THRS 232
A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 383 and THRS 384.

THRS 385 | PAUL, THE MAN & HIS MESSAGE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
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 | WORD AND WISDOM: JOHN'S PORTRAIT OF JESUS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel.

THRS 387 | GOSPEL OF JOHN: WORD AND WISDOM (ADVANCED WRITING)
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus’s identity and presentation of God, and the role of women in the gospel. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 386 and THRS 387.

THRS 388 | THE WORLD OF THE BIBLE
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

THRS 389 | MATTHEW AND MARK: ADVANCED WRITING
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A careful study of the gospel of Matthew along with Mark. We will explore these gospels from a literary and historical perspective for the purpose of uncovering the author’s intended meaning and message. To achieve this end, we will examine the historical, cultural, and geographical setting of these gospels, their authorship, audience, literary techniques and characteristics, theology and important themes. We will investigate the literary, religious, and philosophical currents in first century Judaism and in the Greco-Roman world which may have influenced the authors. We will also study the ancient traditions regarding gospel authorship and modern theories regarding the creation of the synoptic gospels. Students write an exegesis paper with feedback from the instructor. The course fulfills Advanced Writing in the core curriculum.

THRS 390 | THE HOLOCAUST: RELIGIOUS QUESTIONS
Units: 3 Repeatability: No
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

THRS 394 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
Core Attributes: Theo/Religious Inquiry area
Prerequisites: THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 125 or THRS 203 or THRS 231 or THRS 232 or THRS 233 or THRS 294 or CORE 2FTRI
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.

THRS 495 | CAPSTONE IN THEOLOGY AND RELIGIOUS STUDIES
Units: 3 Repeatability: No
Core Attributes: Advanced writing competency, Advanced Integration
Prerequisites: THRS 301
A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students.

THRS 496 | RESEARCH EXPERIENCE IN THEOLOGY AND RELIGIOUS STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential, Undergraduate Research
This is a course intended to provide theology and religious 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 on the knowledge students gain in THRS 301. 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 collaborate on a research project in which the faculty member takes the lead. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of both the student and the faculty member. Up to 3 units of undergraduate research (496) can count toward the THRS major as upper division elective units.

THRS 498 | INTERNSHIP IN THEOLOGY AND RELIGIOUS STUDIES
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
This is a pass-fail only course involving fieldwork under the joint supervision of the THRS instructor and agency personnel. Students cannot be on academic probation and must obtain THRS instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, monthly meetings with the instructor of record, reflection papers, agency performance evaluations, and a poster presentation at a THRS department event. Minimum required semester hours of agency work are as follows: 40 hours for 1 unit; 80 hours for 2 units; 120 hours for 3 units. Up to 3 units of internship (498) can count toward the THRS major as upper division elective units.

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.

Visual Arts (ARTV)

ARTV 101 | INTRODUCTION TO DRAWING
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 102 | INTRODUCTION TO COLOR
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
In this studio course, students create color-based art projects in a variety of media through directed assignments. Studio projects are supplemented by lectures, readings, and discussions on the theory and history of color and its applied uses in contemporary art and design. Topics may include the science of color and its industrial production; cultural connotations of color; strategies and color techniques used by artists.

ARTV 103 | INTRODUCTION TO GRAPHIC DESIGN
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 graphic design. Every semester.

ARTV 104 | INTRODUCTION TO ANIMATION
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
This introductory course provides a technical and conceptual framework for strategies of animation. Operating as both a lecture and production course, students critically examine essential theory and mechanics of the discipline of animation through discussion of contemporary examples, texts, guest lectures and journals. Students bring to life a series of projects which offer a foundation in a range of methodologies within traditional, object-based as well as computer animation.

ARTV 105 | INTRODUCTION TO SCULPTURE
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
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 cultural production through technical exercises, studio projects, critiques, slide lectures, readings, and discussions. Every semester.

ARTV 107 | INTRODUCTION TO PHOTOGRAPHY
Units: 4 Repeatability: No
Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area
This course guides students to discover the way they see and establishes core relationships to formal and conceptual photographic principles through lectures and studio practice. Students develop bodies of work using department equipment and the analog black and white lab, and must purchase materials as required. Lab fee required.

ARTV 108 | INTRODUCTION TO FILM / VIDEO
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
Students learn to produce, shoot and edit individual video projects through directed assignments using video equipment and editing software. Class discussions of related texts and screenings of experimental films examine the concept of time in contemporary art and film. Every semester.

ARTV 294 | SPECIAL TOPICS IN VISUAL ARTS
Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)
An investigation in a studio setting of select issues in the visual arts. May be repeated when topic changes. Students may enroll concurrently if topic differs.

ARTV 300 | INTERMEDIATE GRAPHIC DESIGN
Units: 4 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 graphic design. May be repeated for credit. Fall semester.

ARTV 302 | INTERMEDIATE DRAWING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 | PRINTMAKING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 101
Basic techniques and expressive possibilities of intaglio and relief printmaking including etching, drypoint, aquatint, soft ground, and woodcut. Various methods of printmaking will be introduced. Equal emphasis will be placed on creative image making and craftsmanship. May be repeated for credit.

ARTV 306 | BOOK ARTS
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
Terminology, tools, materials, and reproduction processes related to the making of books; multi cultural, historical, and contemporary book structures; and development of content in the form of image and text. This course is designed as an interdisciplinary exploration for students in graphic, fine, and applied art disciplines, and students from other departments such as creative writing, history, and the sciences. Each artist will be encouraged to apply her/his own particular skills to this time-based, interactive, and multifaceted form. In this context, we will converse about issues and techniques that expand our current knowledge and expressive concerns.

ARTV 308 | VIRTUAL REALITY AND 3D STUDIO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
In this course, students use cameras, lighting equipment, digital rendering, animation software and video game development tools to produce projects working with 3D modeling, scanning, visualization, animation and interaction design, as well as interactive Augmented Reality and Virtual Reality experiences. Students respond to critical texts and screenings in class discussions to gain a foundational introduction to the use of these technologies and their conceptual strategies.

ARTV 320 | TOPICS IN FILM / VIDEO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 104 or ARTV 108 or ARTV 308 or ARTV 324 or ARTV 355
This topics course is designed for the intermediate to advanced film/video student. Highlighting specific techniques in camerawork and editing, assignments ask students create individual video projects using cinematic strategies of the moving image that are explored in class screenings, texts and discussions.

ARTV 323 | FILM AND THE FEMALE GENDER
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Domestic Diversity level 1
Prerequisites: ARTV 105
This studio praxis course examines representations of female gender in cinema and artists' films. Screenings, readings and discusssions demonstrate how films are not neutral in presentation of gender--in neither form nor content. Cinema, using specific techniques to produce a dynamic of power through vision and image, has historically privileged a position of heteronormative male desire. In the studio production portion of the course, these techniques are examined as strategies that can be deconstructed, revised and reimagined in individual projects to challenge and question these dynamics. Along with examples of films that are alternatives to this model, readings and discussions help students understand femininity and gender as constructs, and provide cultural and societal contexts to screened works. Text discussions, screenings and individual art projects delineate the framing of the female gender within a cinematic context—and ultimately, explore the relationship between cinema, subjectivity, identity and the body.

ARTV 324 | INTERMEDIATE / ADVANCED FILM / VIDEO
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 104 or ARTV 108 or ARTV 308 or ARTV 320 or ARTV 355
This course is designed for the student with intermediate or advanced technical, conceptual and aesthetic grasp of time-based media. Students create individual film or video projects in a group workshop setting and also are provided one-on-one guidance from the instructor. May be repeated for credit.

ARTV 325 | PRACTICUM IN VISUAL ARTS
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
A practical course of limited hours or short duration, focusing on a specific project in the visual arts.

ARTV 329 | FUNDAMENTALS OF PAINTING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 333 | INTERDISCIPLINARY 2D STUDIO
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
In this studio course, students experiment with a wide range of materials, processes and strategies to create individual two-dimensional compositions. Students are prompted to explore material, conceptual, and disciplinary boundaries of the two-dimensional visual field through class exercises, and individual assignments. Choice of media can include a range of traditional painting, drawing or printmaking materials, as well as those photographic and digital in nature. Image presentations, discussions, field trips, readings and critiques will provide a framework for contextualizing students' studio-based projects.

ARTV 344 | FIGURE DRAWING
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 Repeatability: No
Core Attributes: Artistic Inquiry area
This course will investigate the function and practice of art education in various contexts: schools, museums, and community arts organizations. Students will explore how art education functions in these environments to foster constructivist learning, visual literacy, community-building, and/or social transformation. In addition to classroom projects, readings, slide presentations, and discussions, we will be using local resources for field-learning and exploration. Art fundamentals is for liberal studies majors only and should not be taken by ARTV majors or minors.

ARTV 353 | COLOR PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 107
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 | INTERMEDIATE PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
Prerequisites: ARTV 107
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 355 | ARCHITECTURE, FILM & MEDIA: THE SPACE OF THE SCREEN
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
Prerequisites: ARCH 101 or ARTV 108
From the perspectives of art, architecture, film and media, this studio course explores the aesthetic techniques of how film renders physical space on a two-dimensional screen. Reading discussions, screenings and projects delineate the architectural and cinematic framing of space and time, and how mediation shapes our perception of the world. Projects consider the screen as object, surface, interface using a variety of methods and media, including architectural montage, match editing, mobile framing and flythroughs. ARCH 355 and ARTV 355 are cross-listed.

ARTV 356 | BETWEEN ME AND YOU: REPRESENTING THE SELF AND THE OTHER
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
A major question of early 21st century artmaking and its display has been the privileges and responsibilities that come of representation. Who is enabled to depict whom, or who is engaged in the process of deciding what gets shown where are often invisible hierarchies. Informed practice in this field begins with an awareness of oneself and one's relationship to those outside of oneself, as well as of the context in which one brings a project. This course guides students to consider issues in representing the self, the other, and communities with which an author does or doesn't identify. Studio practice is grounded in photography and supported by reading and viewership. The items viewed and considered will be interdisciplinary and both local and global in scope, including film, literature, and social media.

ARTV 357 | LINE IN THE SAND
Units: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 2
A boundary is a question. What is it? Who put it there? How does it influence those who exist on either side of it? Is one side privileged over the other because of the origin story of the boundary? Is that privilege visible or neutralized? Is oppression a necessary condition of boundaries? Where does the boundary end in real space or in imagined identities? How does it change over time? Importantly for this class, how do photographic and literary depictions reflect and influence stasis and change, privilege and oppression, and the very capacity to describe one's own condition? This class will use literature and lens-based mediums to trace depictions of boundaries and borders, and will provide students the opportunity to both analyze existing representations and create their own. We will initially focus on the U.S./Mexico border on which we live and work, but we will also complicate the notion of the "boundary" by examining borders present in situations that go beyond notions of the nation-state. Students will work on an integrated project that describes the border most relevant to their own identities and imaginations, drawing on resources from the disciplines of literature and photography.

ARTV 361 | ADVANCED PHOTOGRAPHY
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 354
Studio course for students' advanced photographic practice in the context of group critique and individualized research. Students have access to department equipment and labs, must purchase materials as per the needs of their projects, and are encouraged to purchase equipment as well.

ARTV 362 | STUDIO PHOTOGRAPHY
Units: 4 Repeatability: No
Prerequisites: ARTV 107
This course introduces the use of advanced studio equipment to create photographic work in controlled environments. Lighting techniques are demonstrated and applied in a series of photographic exercises of both tabletop and portraiture. Digital cameras and electronic flash are used to attain control of design, composition, contrast and color temperature. The course covers the history of studio practices as well as aspects of perception and content with an emphasis on technical mastery of photography studio equipment.

ARTV 369 | INTERMEDIATE / ADVANCED SCULPTURE
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Artistic Inquiry area
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: 4 Repeatability: No
Core Attributes: Advanced Integration, Artistic Inquiry area
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: 4 Repeatability: No
Core Attributes: Artistic Inquiry area
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 382 | PUBLIC ART STUDIO
Units: 4 Repeatability: No
This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art and more recent interventionist strategies.

ARTV 395 | JUNIOR SEMINAR
Units: 4 Repeatability: Yes (Can be repeated for Credit)
Junior Seminar is an association (or blending) of methods and discourse to further the advancing art major's understanding of how research and 'making things' are key components to a working discipline. Further, the course material will be used to help develop work in their chosen areas, or to help establish a work ethic as an enrichment of their personal "voice" and potential growth in their conceptual awareness. This course may be considered as a perspective in their ongoing development and research with a deep emphasis on experimentation. Using a mixture of art historical research, cross-disciplinary investigation, a deeper understanding of what our department of art offers and a wide range of experimental exercises in various mediums we will focus on theme development, research techniques, and studio practice.

ARTV 400 | ADVANCED GRAPHIC DESIGN
Units: 4 Repeatability: Yes (Can be repeated for Credit)
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 graphic design. 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: 4 Repeatability: Yes (Can be repeated for Credit)
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. (fall semester).

ARTV 410 | BLACK MIRROR: SELF-REPRESENTATION IN THE AFRICAN DIASPORA
Units: 4 Repeatability: No
Core Attributes: Artistic Inquiry area, Global Diversity level 2
Prerequisites: ARTV 100 or ARTH 100 or ARCH 100 or AFST 100
This class takes African diasporic creative production since the onset of photography in three phases. First we look at publications made by black authors for black audiences to guide the fabrication of our own journal construct. The content of this first phase is guided by the question framing W.E.B. Du Bois' and Alain Locke's argument regarding art and propaganda. Next, we look at Pan-African Surrealist practices, try out some of these practices; this phase is guided by questions of identity and exoticisation begged by the Nardal sisters, Suzanne Cesaire, and Egypt's Art + Liberty group. Third, we ask the question framed by Frederick Douglass and bell hooks regarding why a community might represent itself, and look at and make portraiture informed by examples from multiple 19th-21st century black studios, stars, and collectives. We will work on creative assignments to process and take as canon what historical black diasporic practices have to teach. This is a studio course that relies on your engagement with reading and research. No prior formal experience with photography is necessary, but a willingness to make, critique, and be critiqued is required. This course satisfies an upper level visual arts requirement towards the major or minor.

ARTV 420 | DIGITAL AUDIO COMPOSITION
Units: 3 Repeatability: No
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 Ableton Live 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 Repeatability: No
Core Attributes: Advanced Integration
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: 4 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: ARTV 329
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 490 | SENIOR THESIS STUDIO SEMINAR
Units: 4 Repeatability: No
Core Attributes: Oral communication competency
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 494 | SPECIAL TOPICS IN VISUAL ARTS
Units: 0.5-4 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
Units: 1 Repeatability: No
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 496 | SENIOR THESIS
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 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: Experiential
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.

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