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Undergraduate Bulletin of the University of San Diego 1998-2000

University of San Diego

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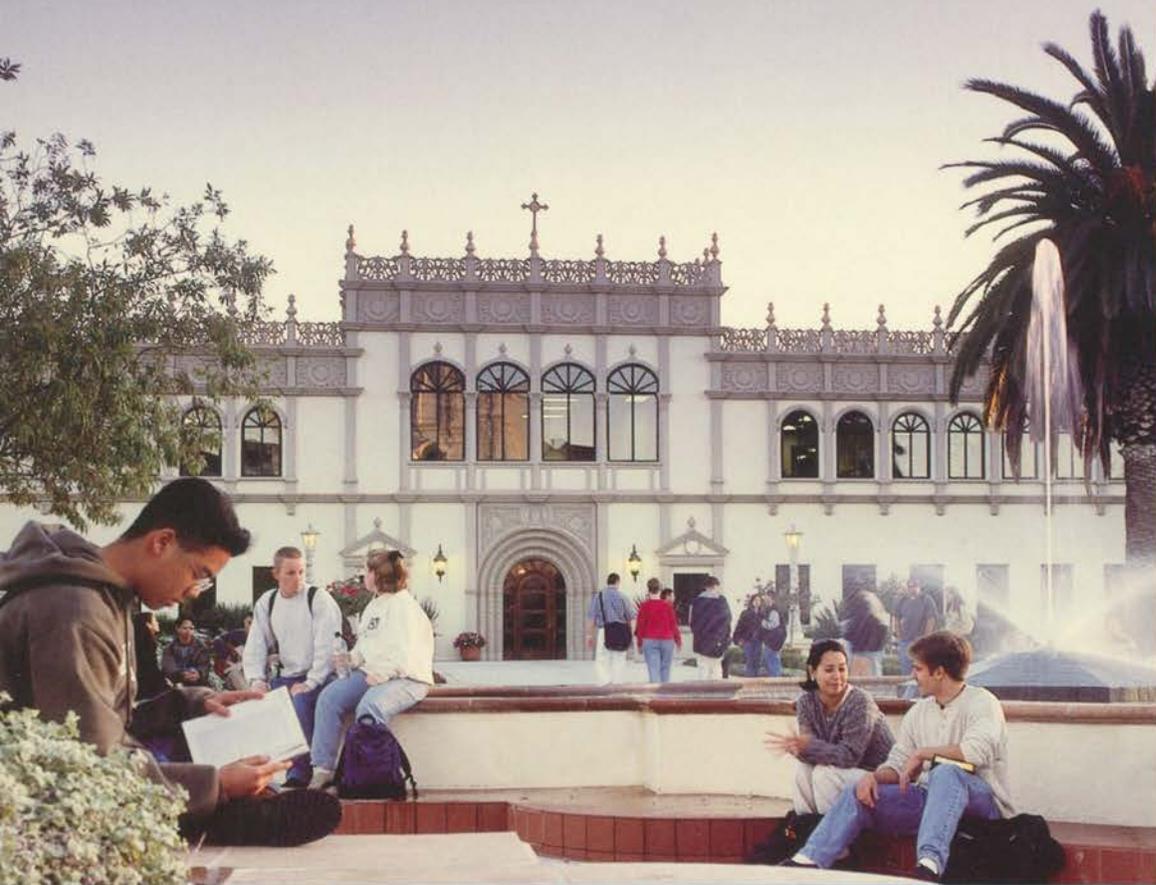
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Undergraduate Bulletin



1998-
2000



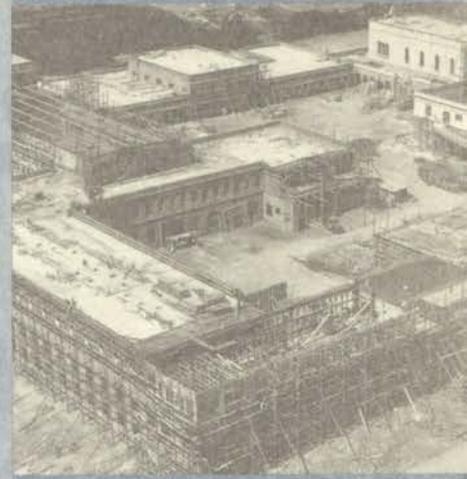
University of San Diego

1949 - 1999 GOLDEN ANNIVERSARY

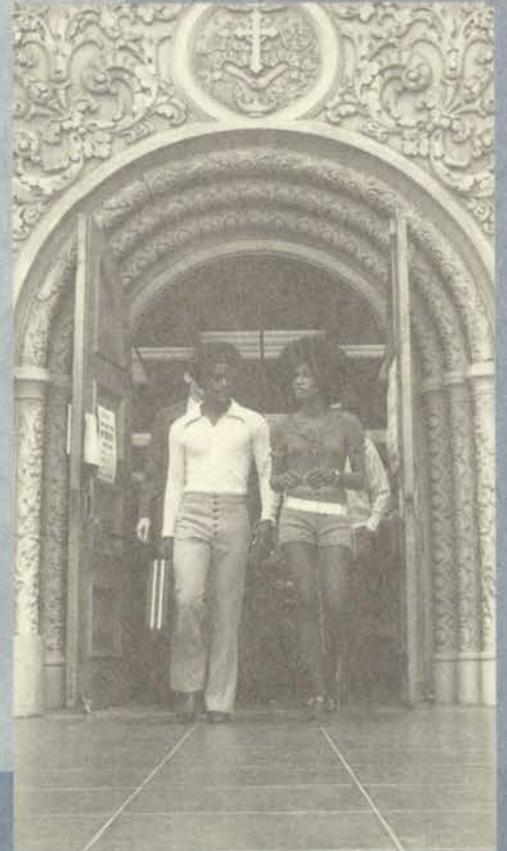


College for Women, first graduating class, 1952

School under construction, 1951



College for Men, students in class, 1950's



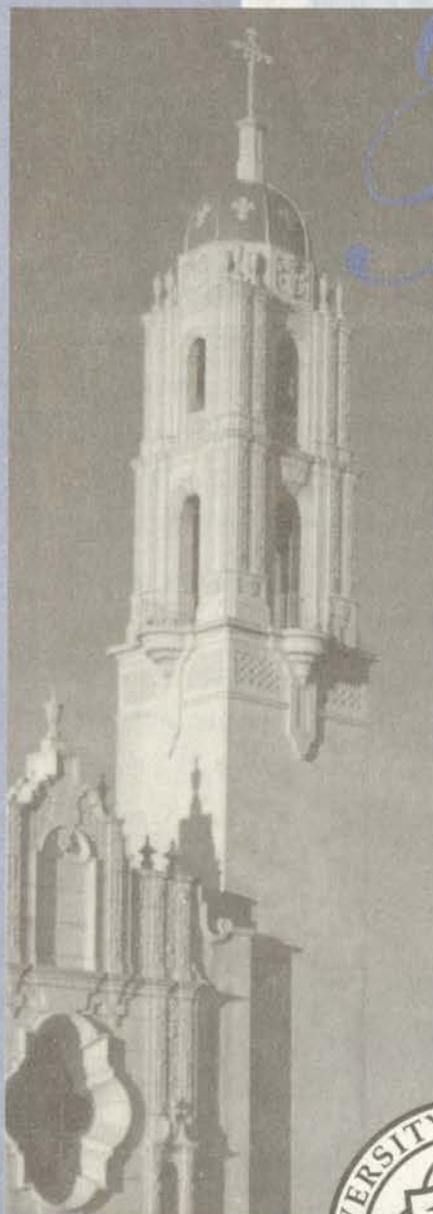
School of Law students, 1970



Students on campus, 1960's

Undergraduate
Bulletin

1998-2000



President's Message

Dear Reader,

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

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

Welcome to the University of San Diego!

Alice B. Hayes

Alice B. Hayes





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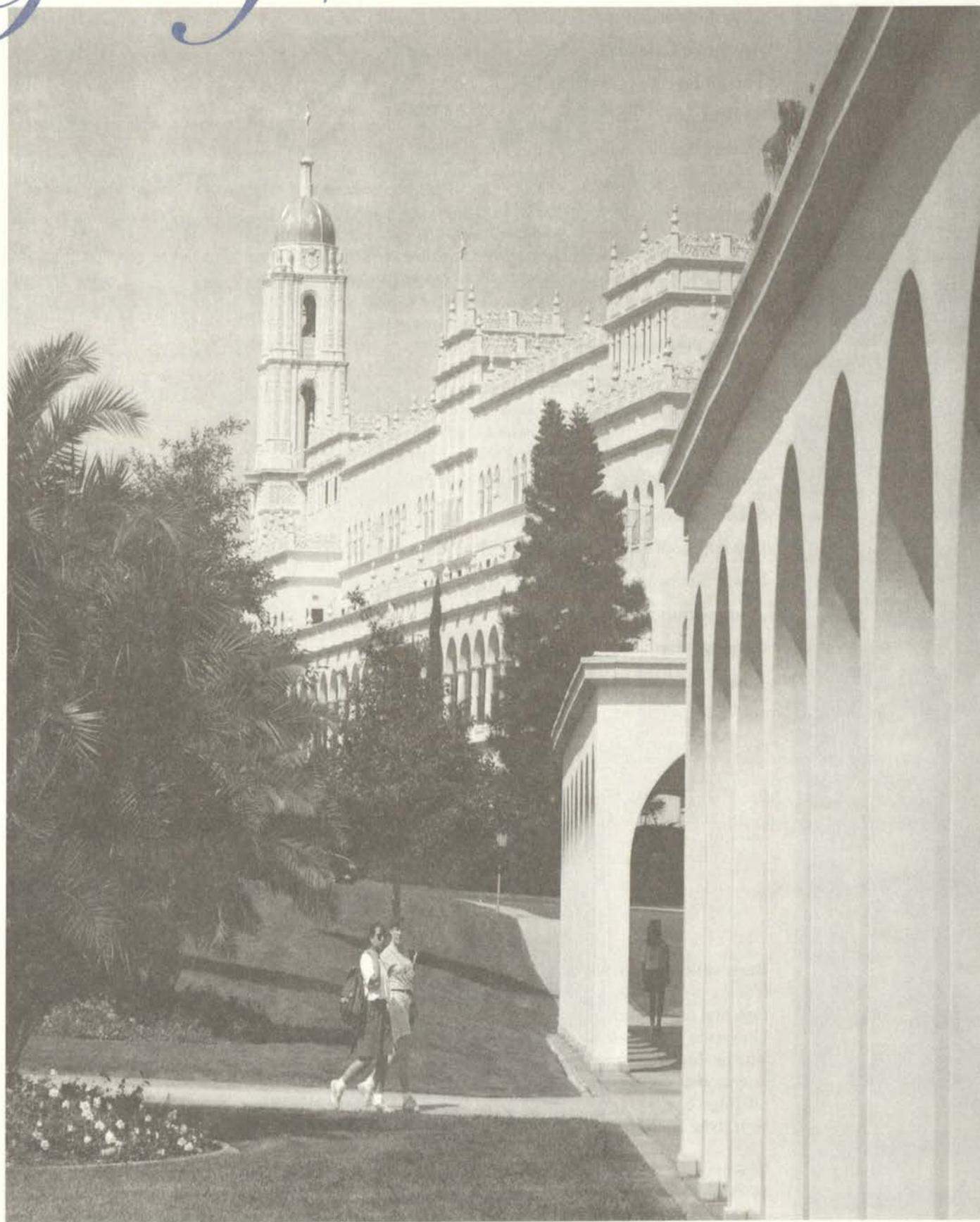
University of San Diego

Reservation of the Right to Modify

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

The information contained in this *Bulletin* was current as of the date of publication, February 1, 1998, and becomes effective September 1, 1998.

General Information



COMMUNICATIONS

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

Vice President for Finance and Administration
All financial matters.

Vice President for Student Affairs
Student affairs, student activities.

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

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

Dean, School of Business Administration
Accountancy, business administration, economics, and electrical, industrial, and systems engineering.

Dean, School of Education
Credential programs, graduate programs in education.

Dean, Hahn School of Nursing and Health Science
Nursing and physical therapy programs.

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

Director, Continuing Education
Information pertaining to continuing education.

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

Director, Educational Opportunity Program
Information on Educational Opportunity Program.

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

Director of Housing
Housing accommodations.

Director, Undergraduate Admissions
Admissions procedures, campus visits, bulletins, other printed information.

Registrar
Student records and transcripts.

Coordinator, Special Sessions
Information pertaining to Summer Sessions and Intersession.

Coordinator, Study Abroad Programs
Information pertaining to Guadalajara Summer Program and other Study Abroad Programs in the College of Arts and Sciences.

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

Telephone: (619)260-4600

1998 *FALL* SEMESTER**Monday, August 31**

New Student/Parent Mass

Monday, August 31 - Monday, September 7

New Student Orientation

Wednesday, September 2 - Friday, September 4

Registration and fee payment dates for new and returning students (for evening students: registration 5-7 p.m., before evening classes during first week of classes, except Friday evening)

Saturday, September 5

Late registration fee begins

Monday, September 7

Labor Day

Tuesday, September 8

Classes begin

Friday, September 11

Mass of The Holy Spirit

Monday, September 14

Deadline 100% tuition refund

Monday, September 21

Last day to enroll in classes
Deadline to select grade or Pass/Fail option
Deadline 90% tuition refund

Monday, September 28

Deadline 80% tuition refund

Thursday, October 1

Financial aid applications for January Intersession available

Monday, October 5

Deadline 70% tuition refund

Monday, October 12

First 60% deadline tuition refund

Monday, October 19

Class reservation begins for Intersession, 1999
Deadline to pay Competency Exam fee
Final 60% deadline tuition refund

Friday, October 23

Fall holiday (no classes)

Monday, October 26

Mid-term grades due
Deadline 50% tuition refund

Sunday, November 1

Priority deadline for January Intersession financial aid applications
Deadline to apply for Spring, 1999 Installment Payment Plan

Monday, November 2

Class reservation begins for Spring, 1999
Deadline 40% tuition refund

Saturday, November 7

Competency Examinations: Mathematics and Foreign Languages

Saturday, November 14

Competency Examinations: Logic, Lower Division and Upper Division English

Monday, November 16

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

Thursday, November 26 - Friday, November 27

Thanksgiving holiday (no classes)

Monday, December 7 - Friday, December 11

Last week of classes

Tuesday, December 8

Freshman class reservation (no daytime classes)

Friday, December 11

Last day to petition for January, 2000 graduation
Last day of classes

Monday, December 14 - Saturday, December 19

Final examinations

Saturday, December 19

NROTC Commissioning Ceremony

1999 *I* NTERSESSION (OPTIONAL)**Monday, January 4**

First day of Intersession classes

Monday, January 25

Last day of Intersession classes

See the 1999 *Intersession Bulletin* for specific courses, dates, and registration procedures.1999 *S* PRING *S* EMESTER**Thursday, January 28**

New Student Orientation

Thursday, January 28 - Friday, January 29

Registration and fee payment dates for new and returning students (for evening students: registration 5-7 p.m. before evening classes during first week of classes, except Friday evening)

Saturday, January 30

Late registration fee begins

Monday, February 1

Classes begin

Friday, February 5

All Faith Service

Deadline 100% tuition refund

Friday, February 12

Last day to enroll in classes

Deadline to select grade or Pass/Fail option

Deadline 90% tuition refund

Friday, February 19

Deadline 80% tuition refund

Saturday, February 20

Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 1999-2000 for new (freshmen and transfer) undergraduate students

Friday, February 26

Deadline 70% tuition refund

Friday, March 5

First 60% tuition refund

Monday, March 8

Financial aid applications for 1999 Summer Sessions available

Friday, March 12

Spring holiday (no classes)

Final deadline 60% tuition refund

Monday, March 15

Deadline to pay Competency Exam fee

Friday, March 19

Deadline 50% tuition refund

Monday, March 22

Class reservation begins for Summer, 1999

Mid-term grades due

Friday, March 26

Priority deadline for 1999 Summer Sessions financial aid applications

Deadline 40% tuition refund

Monday, March 29 - Friday, April 2

Easter Break (no classes)

Thursday, April 1

Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 1999-2000 for continuing undergraduate students

Monday, April 5

Class reservations begins for Fall, 1999

Friday, April 9

Last day to withdraw from classes

Deadline for removal of Incompletes from the prior semester/Intersession

Saturday, April 10

Competency Examinations: Mathematics and Foreign Languages

Saturday, April 17

Competency Exams: Logic, Lower Division and Upper Division English

Tuesday, May 4

Honors Convocation

Monday, May 10 - Friday, May 14

Last week of classes

Friday, May 14

Last day to petition for May/August, 2000 graduation
Last day of classes

Monday, May 17

Freshman class reservation

Monday, May 17 - Tuesday, May 18

Dead Days

Wednesday, May 19 - Tuesday, May 25

Final examinations

Saturday, May 22

NROTC Commissioning Ceremony

Saturday, May 29 - Sunday, May 30

Commencements

Tuesday, June 1

Deadline to apply for Fall, 1999 Installment Payment Plan

1999 SUMMER SESSIONS (OPTIONAL)

Tuesday, June 1

First day of first session

Monday, August 23

Last day of last session

See the 1999 *Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

1999 FALL SEMESTER

Monday, August 30

New Student/Parent Mass

Monday, August 30 - Monday, September 2

New Student Orientation

Wednesday, September 1 - Friday, September 3

Registration and fee payment dates for new and returning students (for evening students: registration 5-7 p.m., before evening classes during first week of classes, except Friday evening)

Saturday, September 4

Late registration fee begins

Monday, September 6

Labor Day

Tuesday, September 7

Classes begin

Friday, September 10

University Mass of the Holy Spirit

Monday, September 13

Deadline 100% tuition refund

Monday, September 20

Last day to enroll in classes
Deadline to select grade or Pass/Fail option
Deadline 90% tuition refund

Monday, September 27

Deadline 80% tuition refund

Friday, October 1

Financial aid applications for January Intersession available

Monday, October 4

Deadline 70% tuition refund

Monday, October 11

First 60% tuition refund

Monday, October 18

Class reservation begins for Intersession, 2000
Deadline to pay Competency Exam fee
Final 60% deadline tuition refund

Friday, October 22

Fall holiday (no classes)

Monday, October 25

Mid-term grades due
Deadline 50% tuition refund

Monday, November 1

Class reservation begins for Spring, 2000
Priority deadline for January Intersession financial aid applications
Deadline to apply for Spring, 2000 Installment Payment Plan
Deadline 40% tuition refund

Saturday, November 6

Competency Examinations: Mathematics and Foreign Languages

Saturday, November 13

Competency Exams: Logic, Lower Division and Upper Division English

Monday, November 15

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

Thursday, November 25 - Friday, November 26

Thanksgiving holiday (no classes)

Monday, December 6 - Friday, November 10

Last week of classes

Tuesday, December 7

Freshman class reservation (no daytime classes)

Friday, December 10

Last day to petition for January, 2001 graduation
Last day of classes

Monday, December 13 - Saturday, December 18

Final examinations

Saturday, December 18

NROTC Commissioning Ceremony

2000 *I* NTERSESSION (OPTIONAL)

Monday, January 3

First day of Intersession classes

Monday, January 24

Last day of Intersession classes

See the 2000 *Intersession Bulletin* for specific courses, dates and registration procedures.

2000 *S* PRING *S* EMESTER

Monday, January 27

New Student Orientation

Thursday, January 27 - Friday, January 28

Registration and fee payment dates for new and returning students (for evening students: registration 5-7 p.m. before evening classes during first week of classes, except Friday evening)

Saturday, January 29

Late registration fee begins

Monday, January 31

Classes begin

Friday, February 4

All Faith Service
Deadline 100% tuition refund

Friday, February 11

Last day to enroll in classes
Deadline to select grade or Pass/Fail option
Deadline 90% tuition refund

Friday, February 18

Deadline 80% tuition refund

Sunday, February 20

Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 2000-2001 for new (freshmen and transfer) undergraduate students

Friday, February 25

Deadline 70% tuition refund

Friday, March 3

First 60% tuition refund

Monday, March 6

Financial aid applications for 2000 Summer Sessions available

Friday, March 10

Deadline to pay Competency Exam fee
Final deadline 60% tuition refund

Monday, March 13 - Friday, March 17

Spring break (no classes)

Friday, March 17

Deadline 50% tuition refund

Monday, March 20

Class reservation begins for Summer, 2000

Friday, March 24

Mid-term grades due
 Priority deadline for 2000 Summer Sessions financial aid applications
 Deadline 40% tuition refund

Saturday, April 1

Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 2000-2001 for continuing undergraduate students

Monday, April 3

Class reservation begins for Fall, 2000

Saturday, April 8

Competency Examinations: Mathematics and Foreign Languages

Saturday, April 15

Competency Exams: Logic, Lower Division and Upper Division English

Friday, April 7

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

Thursday, April 20 - Friday, April 21

Holy Thursday, Good Friday (holidays)

Tuesday, May 2

Honors Convocation

Monday, May 8 - Friday, May 12

Last week of classes

Friday, May 12

Last day to petition for May/August, 2001 graduation
 Last day of classes

Monday, May 15

Freshman class reservation

Monday, May 15 - Tuesday, May 16

Dead Days

Wednesday, May 17 - Tuesday, May 23

Final examinations

Saturday, May 20

NROTC Commissioning Ceremony

Saturday, May 27 - Sunday, May 28

Commencements

Thursday, June 1

Deadline to apply for Fall, 2000 Installment Payment Plan

2000 SUMMER SESSIONS (OPTIONAL)

Monday, June 5

First day of first session

Friday, August 25

Last day of last session

See the 2000 Summer Sessions Bulletin for specific courses, dates, and registration procedures.



UNIVERSITY OF SAN DIEGO

HISTORY

The University and its patron, San Diego de Alcalá, trace their origins to fifteenth century Spain. Diego, born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was infirmarian at the Franciscan Monastery at Alcalá de Henares near Madrid where he died in 1463. The University of Alcalá, founded by Cardinal Cisneros in 1498, opened for teaching in 1508. Its Spanish Renaissance architecture and general setting inspired the design of the University of San Diego.

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

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

In 1994, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a "Doctoral University II" institution. This reclassification recognized the strides the University had made in graduate studies and research. In addition, USD became the center of national attention on October 16, 1996, when it hosted the United States Presidential Debate.

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

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

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

MISSION

The University of San Diego is a community of scholars committed to the pursuit of truth, academic excellence, and advancement of knowledge in liberal arts and professional programs. Independent and comprehensive, the University of San Diego is dedicated to providing a value-based education to all students in its College and Schools.

A Roman Catholic institution, the University is committed to belief in God, to the recognition of the dignity of each individual and to the development of an active faith community. It is Catholic because it witnesses to and probes the Christian message as proclaimed by the Catholic Church.

The University welcomes and respects those whose lives are formed by different traditions, recognizing their important contributions to our pluralistic society and to an atmosphere of open discussion essential to liberal education. As a community the University is committed to collegiality, shared decision-making and academic freedom.

Education at the University is holistic, offering opportunities for intellectual, physical, spiritual, emotional, social, and cultural development. Students are challenged to develop knowledge, values and skills to enrich their lives and to prepare them for careers which will provide service to their global, civic, and faith communities.

GOALS**Academic Excellence**

Academic excellence is an integral part of the liberal arts tradition. The University commits itself to excellence in all its academic and professional pursuits. Its primary goal is to achieve a level of academic excellence in teaching and scholarship that, both in fact and in reputation, rivals the best comprehensive universities.

The University will strive to develop the human, environmental, programmatic, evaluative, supporting, and

financial resources that are necessary to achieve excellence as an institution of higher education whose primary mission is teaching and encouraging research and scholarship supportive of the teaching/learning environment.

Values

The University will continue to emphasize its commitment to the values that characterize the best in American higher education including Roman Catholic higher education. These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion. The University's commitment to these values will permeate not only its undergraduate, graduate, and professional academic programs, but all of its programs, activities, and relationships.

Individual Dignity

The University will continue to promote and implement the principles that are associated with the dignity of the individual human being: individual responsibility; respect for each individual; sensitivity to the value of individual differences; and commitment to the view that a community is enriched by the diversity of points of view brought by individuals from a wide variety of cultural, ethnic, religious, and racial background.

Holism

Education at the University of San Diego addresses the fullest development of the person, intellectually, physically, spiritually, emotionally, socially, and culturally. The University will promote this goal by providing reasonable opportunities, suitable facilities, and appropriate support services for the holistic growth of all its students, faculty, and staff.

Catholicity

The University is committed to its Catholic identity as intended by its founders and mandated by its corporate declaration and the Board of Trustees. It will communicate this identity, and the activities this identity inspires, to its various constituencies. It will continue to support an active Catholic faith community on campus through its university ministry program.

The University believes its commitment to the Roman Catholic tradition in American higher education is not only consistent with, but also supports, the other goals it has set for its foreseeable future and the spirit of ecumenism and tolerance of other religious beliefs those goals imply.

THE CAMPUS

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid founded by the Greeks. The Moslems renamed the town of Al Kala, "the castle" and it later became the site of San Ildefonso University. Like its namesake, the University of San Diego is on a prominent

hilltop where it attains landmark status in the city. The University of San Diego campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San Diego Bay, and the surrounding mountains. The campus is in an urban area, ideally close to the business, research, cultural, residential, and recreational centers of California's birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park's buildings include The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. And George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. And Marjorie A. Hughes Administration Center; the Earnest and Jean Hahn University Center; the Manchester Executive Conference Center; Loma Hall; the Shiley Theatre; six administrative and classroom buildings; and residential areas. Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; the Manchester Family Child Development Center; the Jenny Craig Pavilion (opens late 1999); and the University Student Sports Center.

Here in Southern California, in the nation's seventh largest city, 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 many others. Proximity to Mexico provides an excellent opportunity for gaining a first hand insight into the Mexican culture.

A NON-PROFIT CORPORATION

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

OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by The Western Association of Schools and Colleges and is approved for veterans. The Hahn School of Nursing and Health Science baccalaureate and master's programs are accredited by the National League for Nursing. The undergraduate and graduate programs of the School of Business Administration are accredited by the American Assembly of Collegiate Schools of Business. The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society.

The School of Education is authorized by the Commission on Teacher Credentialing of the State of California to recommend candidates for the Multiple Subject (elementary) and Single Subject (secondary) teaching credentials, the Bilingual Specialist and the Specialist in Special Education credentials, and the Administrative Services and Pupil Personnel Services credentials. The Marriage, Family and Child Counseling program is accredited by the Commission on Accreditation for Marriage and Family Therapy.

The Dual B.S./B.A. Degree Program in Electrical Engineering is a Professional Program accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

MEMBERSHIPS

The University of San Diego holds membership in the following:

Accreditation Board for Engineering & Technology, Inc.
 Air & Waste Management Association
 American Assembly of Collegiate Schools of Business
 American Association of Colleges of Nursing
 American Association of Colleges for Teacher Education
 American Association of Collegiate Registrars and Admission Officers
 American Association of University Administrators
 American Bar Association
 American Council on Education
 American Electronics Association
 American Historical Association
 American Industrial Hygiene Association
 American Payroll Association
 American Political Science Association
 American Society for Engineering Education
 American Society of Comparative Law, Inc.
 American Society of Safety Engineers
 Association of American Colleges
 Association of American Law Schools
 Association of Catholic Colleges and Universities
 Association of College and University Auditors
 Association of College and University Housing Officers - International
 Association of College and University Telecommunication Administrators
 Association of College Union International
 Association of Conference and Events Directors International (ACED)
 Association of Governing Boards of Universities and Colleges
 Association of Graduate Schools in Catholic Colleges and Universities
 Association of Independent California Colleges and Universities (AICCU)
 Association of Independent Liberal Arts Colleges of Teacher Education

Association of NROTC Colleges and Universities
 Association of Higher Education Facilities Officers (Physical Plant Administrators)
 Beta Alpha Psi
 Binational Association of School of Communication
 California Association of Colleges of Nursing
 California Association of Colleges for Teacher Education
 California Council on Education of Teachers
 California Primary Care Consortium
 Campus Compact
 Campus Opportunity Outreach League (COOL)
 Catholic Campus Minister Association
 Center for Academic Integrity
 College Board (College Entrance Examination Board and Scholarship Service)
 College and University Personnel Association (CUPA)
 Collegium
 Commission on Collegiate Nursing Education
 Conference Board
 Consortium of Colleges and University Media Centers (CCUMC)
 Council for the Advancement and Support of Education
 Council of Graduate Schools in the United States
 Council for Higher Education Accreditation (WASC)
 Council of Undergraduate Research
 Ecumenical Council of San Diego County
 EDUCOM
 Greater San Diego Chamber of Commerce
 Independent California Council of Universities and Colleges for Teacher Education (ICCUCET)
 Human Factor Society
 Independent Colleges of Southern California (ICSC)
 Institute of International Education
 International Association of Campus Law Enforcement Administrators
 Innovative National Users Group
 Latin American Council of Schools of Administrators (CLADEA)
 National Association of Advisors for the Health Profession
 National Association for Campus Activities (NACA)
 National Association for Law Placement
 National Association for Women in Catholic Higher Education
 National Association of College Admission Counselors
 National Association of College Auxiliary Services
 National Association of College Stores
 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 Colleges and Employers
 National Association of Educational Buyers

- National Association of Foreign Student Affairs (NAFSA)
 National Association of Graduate Admissions Professionals
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Coalition for Campus Child Care
 National Collegiate Athletic Association
 National Council of University Research Administrators
 National Council on Public History
 National Fire Protection Association
 National Legal Aid and Defenders Association
 National Safety Council
 National Society for Internships and Experimental Education
 National Society of Professional Engineers (Professional Engineers in Education)
 North American Association of Summer Sessions
 Pacific Association of Collegiate Registrars and Admissions Officers
 San Diego County Technology Consortium
 San Diego Employers Association, Inc.
- San Diego Literacy Network
 San Diego Oceans Foundation
 San Diego Toxicology Association
 San Diego - Tijuana Sister Cities Society
 San Diego Venture Group
 Sigma Xi, The Scientific Research Society
 Society of American Archivists
 Society of Research Administrators (SRA)
 Southern California Consortium of International Studies
 Sustaining University Program
 The World Trade Center Association of San Diego
 University Risk Management and Insurance Association
 Western Association of College Admission Counselors
 Western Association of College and University Housing Officers
 Western Association of Colleges and Employers, Inc.
 Western Association of Graduate Schools (150-175)
 Western College Association and Western Association of Schools and Colleges (WASC)
 Western College Bookstore Association
 Western Cooperative for Education Telecommunications
 Western Economic Association International
 Western Institute of Nursing
 World Affairs Council of San Diego

POLICIES

POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in admission to the University, in financial aid programs, in educational programs and policies, and in athletic and other University-administered programs. Inquiries concerning the application of the University's non-discrimination policies may be addressed to USD's Provost.

It is the policy of the University to employ and promote personnel regardless of the foregoing characteristics, unless one or more of them are a bona fide occupational qualification for a particular position. The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of employee relations, including employment, salary administration, employee development, promotion, and transfer.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

In compliance with the Family Rights and Privacy Act of 1974 (FERPA, or the "Buckley Amendment"), as amended, the University provides students the right to inspect and review their educational records. The records are located in the Office of the Registrar, Founders Hall 113. Students may arrange for an appointment with the Registrar in order to inspect their records. No personally

identifiable information derived from the records will be disclosed to anyone, except certain University officials specified in the federal statute, without the student's written consent. Parents do not have the right to view records without the written consent of the student. Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing he or she may place a statement in the records to that effect. Students may file FERPA complaints concerning alleged failures by the institution to comply with the Act.

STUDENTS WITH DISABILITIES

Federal law requires universities to provide reasonable accommodation(s) to students with documented disabilities that may substantially impair or limit their ability to achieve their maximum academic potential. USD's Disability Services is responsible for securing and maintaining this documentation as it relates to the disability claims of each student who chooses to identify himself/herself. Certain disabilities, such as mobility impairments, blindness, and deafness are often readily observable, and, therefore, do not require exhaustive documentation. The majority of students with disabilities, however, struggle with less physically obvious signs: low vision; hearing loss; learning dis-

abilities; attention deficit hyperactivity disorder; chronic health/medical concerns, such as diabetes, cancer, epilepsy, heart disease, psychiatric disabilities, HIV, or AIDS. These students require more extensive documentation from a qualified, licensed professional who can describe, in detail, all functional limitations that are a direct result of the disability and how the nature of the specific disability may impact the student in an academic setting.

Each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented at the discretion of the Director of Disability Services after meeting with the student and assessing his/her needs. USD is not responsible for the provision of support services if the student has not self-identified and submitted the appropriate documentation to Disability Services, Serra Hall 300, (619)260-4674.

SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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

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

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

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

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

GRIEVANCES AND HATE CRIMES

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

Grievances related to USD's policy of non-discrimination should be reported to the following persons: if it relates to academic matters, the Dean of the appropriate school; if it concerns student services, the Vice President for Student Affairs, Mr. Thomas Burke; if it relates to problems with physical facilities, the Director of Facilities Management, Mr. Roger Manion. The overall coordinator for civil rights compliance is the Academic Vice President and Provost, Dr. Francis M. Lazarus.

UNIVERSITY MINISTRY

The Department of University Ministry reflects the Catholic heritage of the University of San Diego and seeks to promote gospel values as it:

- provides for the pastoral care of the University community by developing and supporting an active Catholic faith community;
- helps students integrate their faith and life;
- fosters spiritual enrichment and ecumenical outreach; and
- encourages leadership through community outreach and service.

All members of the University community, students, faculty, staff, parents and alumni/ae, are welcome to take part in University Ministry programs and activities, without regard to religious denomination or faith tradition.

STUDENT LIFE

Students attending the University live by the guidance of the Student Code of Rights and Responsibilities. Other rules and regulations promulgated by departments of the University are also guidelines for student conduct such as the policy on Academic Integrity and the University Parking Regulations. Copies of these policies are available upon request at the Student Affairs Office, Hahn University Center 232.

STUDENT GOVERNMENT AND ACTIVITIES

All undergraduate students belong to the Associated Students of the University of San Diego, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. Under their leadership, the students plan and manage student events and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

The Associated Students serve as both the student government and student programming board for the USD campus. Working together to represent the concerns of USD's students, the AS President along with the Executive Board, Senate, Program Board, Marketing Board, and the Student Issues Board seek solutions and strive to add to all students' college experience.

A further responsibility of the Associated Students is to plan and organize activities for the student body using the AS fee collected at the beginning of each semester.

ASSOCIATED STUDENTS COMMITTEES

Academics

This committee is responsible for representing student concerns regarding academic matters. Planning faculty fora and distributing student research grants are some of the responsibilities of this committee.

Marketing

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

Asylum

This committee publishes USD's literary magazine, *Asylum*, and also coordinates the popular Café Asylum.

Athletics

The Athletics committee promotes each individual sport and works to promote school spirit. The committee coordinates tailgate parties, pep rallies, and bus trips to away games.

Budget

This committee consists of individuals who meet on a bi-weekly basis to decide the allocation of funds to USD's various clubs and organizations.

Community Service

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

Concert Series

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

Corporate Relations

The Corporate Relations committee establishes contact with and gains support of companies outside of USD.

Cultural Arts

In an attempt to broaden the experience of campus life, events that highlight the diverse makeup of the USD community are presented.

Elections

The Elections committee is involved in helping to organize elections, enforcing campaign policies, and running the voting booths.

Film Forum

Ordering, setting up, and showing first-run or yet-to-be-released movies is the responsibility of this committee.

Historian

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

Multicultural Issues

This committee is responsible for representing concerns and needs students have that are culturally related.

Multicultural Programming

This committee is responsible for programming that enhances multicultural awareness on campus through events that focus on diversity and cultural understanding.

Multimedia

The Multimedia Committee works on developing ways AS leadership can use video, audio, computer, and other technologies to promote AS events and further AS objectives. The director also attends Marketing Board meetings.

Public Relations

This committee publishes the *AS Communicator*, which provides excellent opportunities in journalism, graphic design and public relations.

Showcase

This committee coordinates entertainment which ranges from comedians to magicians and hypnotists. Opportunities are available in publicity, hospitality, and production.

Social

The Social committee is responsible for planning all of the traditional events on campus including Homecoming and Spring Ball. Other events may include trips to Magic Mountain, The Tonight Show, The Price is Right, Padres' games, and others.

Social Issues

This committee is responsible for planning events addressing social issues in conjunction with the University's annually-highlighted social issues theme and other contemporary issues.

Speakers Bureau

The Speakers Bureau's responsibility is to develop a line-up of speakers who lecture on campus on such diverse topics as politics, entertainment, business and education.

Special Projects

The coordinator of Special Projects is responsible for large projects such as the Giving Tree, the SMILE Fellowships and Spring Fest.

Student Court

Responsibilities for this committee include conducting the student court which deals with parking violations, and reviewing and approving all proposed club constitutions from groups seeking official AS recognition.

Women's Center

This committee is responsible for services and programs available to the USD community in areas related to women and gender issues.

UNDERGRADUATE STUDENT ORGANIZATIONS**Academic and Professional Organizations**

The following is a list of registered undergraduate student organizations as of Fall, 1997. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the Student Organizations Office, Hahn University Center 113, at (619)260-4802.

Accounting Society promotes interaction of accounting students in academic, community and professional endeavors.

Alpha Kappa Psi seeks to increase student knowledge and awareness in the ever-changing field of business.

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

Biology Club is open to anyone with an interest in the biological sciences.

Chemistry Club is an organization providing social, service and professional activities for Chemistry majors and those interested in science.

Communications Studies Society provides Communication Studies majors with an opportunity to unite for professional development and social activities.

Delta Sigma Pi provides business students with an outlet for learning beyond the classroom.

The Eagle promotes an interest in political issues within the student body and gives students an opportunity to examine such issues and express their ideas and/or findings.

Hooligans is an organization aimed at promoting USD school spirit.

Jesters is an organization to incite mischief and hilarity in the USD population.

Orthodox Christian Fellowship is for students who wish to celebrate the Eucharist and share fellowship.

Phi Alpha Delta is an undergraduate, pre-law fraternity for students with an interest in many aspects of law or the legal system.

Phi Alpha Theta is an undergraduate international honor society in history which promotes research, good teaching, publication and the exchange of learning.

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

Sociology Club provides professional and social activities for all individuals interested in Sociology.

Torero Toastmasters is for students who desire to develop and practice leadership skills and effective communication skills.

Cultural, Language and Ethnic Organizations

Aikane O'Hawaii is for new or transfer students from the Hawaiian islands, as well as other students, and assists in the transition to USD and campus life.

Asian Students Association is an organization uniting and promoting awareness of the cultural heritage and identity of Asian and Pacific Island students at USD.

Association of Chicana Activists was formed to promote higher education to Chicanas/Latinas.

The Association of Irish Americans is for those of Irish heritage and those who wish to experience Irish culture.

Black Student Union provides a program to increase recruitment and retention of African-American students and provide opportunities for increased sensitivity towards minority citizens.



Filipino "Ugnayan" Student Organization considers cultural identity, self-esteem, academic performance and the holistic development of the Filipino-American student.

French Club promotes the French culture and language through campus activities.

Greek American Club is an organization to unite Greek-American students on the USD campus and expose students to Greek culture.

International Students Organization sponsors cultural activities and promotes understanding among peoples of different ethnic backgrounds.

Internationally Hand in Hand is designed for International students and non-International students who want to get involved in sharing and teaching about their countries while learning about others.

National Italian American Federation is available to students interested in cultural and community activities and in Italian culture.

Middle Eastern Student Association is an organization that helps to unite students at USD who are from Middle Eastern cultures.

Movimiento Estudiantil Chicana/o de Aztlan (MEChA) was established to unify students on campus with the community of Chicano/Latino origin to reunite and retain students.

Spanish Club seeks to familiarize students with the language and culture of the Spanish-speaking peoples.

Student Alliance Embracing Sexual Orientation (SAESO) is a fellowship organization of undergraduate men and women who are both gay and non-gay. The purpose is to offer friendship, alliance, and mutual assistance to students working through the process of embracing their sexual orientation.

The Chinese Culture Cultural Organization promotes and encourages an understanding of all Chinese.

United Front seeks to serve the University as a major resource in bringing people together and linking the campus community in its quest for diversity and pluralism.

The Women's Center provides resources and activities to aid in the development and empowerment of women.

Fraternities and Sororities

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

International Women's Fraternities/Sororities

Alpha Delta Pi
Alpha Phi
Gamma Phi Beta
Kappa Kappa Gamma

Men's Fraternities*

Delta Tau Delta
Lambda Chi Alpha
Phi Kappa Theta
Sigma Chi

*The University of San Diego IFC anticipates colonizing a new fraternity in Fall, 1998. Please contact the Student Organizations Office for more information.

Recreational and Sports Clubs

Cycling Club
Equestrian Team
Impact (Dance)
Men's LaCrosse Club
Men's Volleyball Club
Roller Hockey Club
Rugby Club
Sailing Club
Scuba Club
Skate Boarding Club
Snow Ski Club
Street Hockey Club
Surf Club
USD Cheerleaders
USD Karate Do
USD Snow Ski Club
Water Ski Club
Waterpolo Club
Women's LaCrosse Club

OTHER STUDENT ORGANIZATIONS

Alcalá Club provides service to the University of San Diego, acts as official representative of USD on request and provides service to the San Diego community in general. Members are selected on the basis of academic achievement, leadership and dependability.

Campus Connections is an organization sponsored by the Office of Drug and Alcohol Education with the intent to promote awareness of healthy lifestyles and provide peer counseling.

College Democrats is a group of students who work on all levels of political campaigns for Democratic candidates.

College Republicans provide information on the views and beliefs of the Republican Party and its candidates.

Commuter Student Organization addresses issues and concerns of USD's commuter students and plans appropriate programming throughout the year.

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

"O" Club promotes the knowledge of the national defense and develops future leaders for the United States Navy and Marine Corps.

Student Environmental Action Club creates an awareness on campus of environmental problems.

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

Toureros is a student organization sponsored by the Office of Admissions whose members provide campus tours for prospective USD students and help with college fairs and College Visiting Day.

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

HONOR SOCIETIES

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

Beta Alpha Psi is a national scholastic and professional accounting fraternity. Its purpose is to promote the study and practice of accounting; to provide opportunities for self-development and association among members and practicing accountants; and to encourage a sense of ethical, social, and public responsibility.

Beta Gamma Sigma is the national business fraternity.

Eta Kappa Nu Association is the national electrical engineering honor society. Its goal is to recognize those who have chosen the profession of Electrical Engineering; who have achieved distinguished scholarship, outstanding service and leadership to the profession and to the community; and who have exhibited exemplary character. It also seeks to bring those members into a closer union so as to foster a spirit of liberal culture in the engineering community and to aid in their continuing professional development through association with alumni/ae and others who have attained prominence.

Kappa Gamma Pi is the national scholastic and activity honor society for Catholic college women and men in which students who graduate with honors and who have been outstanding for character, service and leadership are eligible for membership.

Lambda Alpha National honorary society for Anthropology recognizes outstanding scholarship in anthropological studies and supports inquiry into the study of human cultures.

Omicron Delta Epsilon is open to economics majors who have demonstrated excellence in the study of economics. Membership makes available participation in

extracurricular programs, lectures, discussions and meetings furthering the study of economics.

Phi Sigma Tau is the national honor society for majors and minors in Philosophy. Its purposes are to recognize academic accomplishments, foster scholarship and provide an intellectual and social meeting ground for its members.

Pi Alpha Theta is the national history honors society. History majors and minors who maintain a high scholastic standing are eligible for participation in the society, which hosts a variety of intellectual and social events for its members.

Pi Delta Phi is the national french honor society, in which French majors and minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership.

Pi Sigma Alpha, the national Political Science honor society, has a chapter, Theta Mu, on campus. It is open to majors in Political Science and International Relations who have demonstrated superior ability in these disciplines.

Psi Chi national honor society in Psychology provides recognition for outstanding scholarship and seeks to advance the science of psychology by providing programs which augment the regular curriculum.

Sigma Delta Pi is the national Spanish honor society in which Spanish majors and minors who maintain a high scholastic standing are eligible for membership.

Sigma Psi is a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics, to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields and to foster individual and joint mathematics and science research projects.

Sigma Theta Tau, the international nursing honor society, has a chapter-at-large on campus that includes members from the USD Hahn School of Nursing and Health Science and Point Loma Nazarene College Department of Nursing. Membership in Zeta Mu Chapter-at-Large is an honor conferred on students who have demonstrated academic excellence as well as leadership in the nursing profession.

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

CULTURAL ACTIVITIES

The University recognizes the importance of exposing students to various programs and activities that are culturally enriching. Throughout the academic year events are planned on campus to complement classroom study and to broaden the experience of the student. In order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional

artists and brings to the campus professionally-staged programs in drama, dance and music.

The University sponsors a professional art exhibition facility, **Founders Gallery**. There, under the supervision of the Director of Galleries, students actively participate in the frequent presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders Gallery the highest critical acclaim. Founders Gallery also serves as a laboratory for students in Museum Studies, Exhibition Design, and the Art in Public Service programs.

Several musical groups exist on campus.

The University Choir presents a comprehensive program of choral music every semester as a part of USD's musical life. Membership is open to students, faculty, staff and members of the San Diego community.

The University of San Diego Symphony Orchestra performs each semester. Membership is by audition and is open to students, faculty, staff, and members of the San Diego community.

The Choral Scholars program specializes in popular and classical styles. Membership is by audition and is only open to students.

The Chamber Music program offers performances on and off campus each semester. Membership is by audition and is open to students, faculty, staff, and members of the San Diego community.



The Folk Music Ensemble performs folk music of different cultures on and off campus each semester. No prerequisite is required and membership is open to students, faculty, staff, and members of the San Diego community.

Music faculty and guest artists appear each semester on campus to present professional concerts, spanning all areas of classical music, from early music performance on historical instruments to modern music. A noon series of concerts in the **French Parlor** further enriches campus cultural life.

Theatre Arts presents a fully-mounted production in both Fall and Spring semesters. Actors Anonymous, the student producing group, offers a lunch-time theatre series and other performance oriented events each semester.

The Master of Fine Arts Acting Program, jointly sponsored by the University of San Diego and the renowned Old Globe Theatre in San Diego, offers several productions each year on campus.

The following are other cultural activities taking place throughout the year:

September
United Front Multicultural Center Welcome Retreat,
Multicultural Night.

October
Filipino-American Heritage Month.

November
Dia de Los Muertos Altar, Native American Heritage
Month.

December
Kwanzaa Celebration, International Holiday Dinner.

February
Black History Month.

March
Women's History Month, Social Issues Conference.

April
Multicultural Heritage Month, Multicultural Career Fair,
Multicultural Fashion Show, Asian American Heritage
Month, Chicano Heritage Celebration.

May
Chicana/o Graduation Ceremony, United Front Senior
Banquet.

RECREATION

The USD Athletic and Recreation Department offers students a variety of participation and spectator activities throughout the academic year.

Staff and students are encouraged to use the facilities of the Sports Center. Facilities include: heated outdoor swimming pool, a six-basket gym, three volleyball courts (two indoor), twelve tennis courts (eight on the west side of campus), weight room, a utility field and jogging track at the west end of the campus, multi-purpose fields behind the Mission Complex, a baseball diamond, a softball field

and a floor hockey/indoor soccer rink. A great variety of equipment may be checked out at the Recreation Office with a USD ID card (including softball equipment, footballs, football flags, volleyballs, basketballs, etc.).

The Recreation Department's physical education classes are listed in the *Directory of Classes* each semester and may be taken for credit. A description of these courses is given in this *Bulletin* under the School of Education. Many of these classes are offered in conjunction with the Mission Bay Aquatic Center, an off-campus facility where USD community members may rent the facility's equipment once they have been trained in its use.

Outdoor Adventures

Outdoor Adventures, a service of the Hahn University Center, is the students' trailhead to high adventure. The primary goal is to provide wilderness outings to the USD community. The most popular outings include camping, backpacking, canoeing, kayaking, whitewater rafting, rock climbing, mountain biking, and others. Outing types are limited only by the imagination and are open to students, faculty and staff and to alumni/ae who have an alumni card.

Intramural Sports

With a full schedule of men's, women's, co-recreation teams and individual sports activities, the intramural program offers every student, faculty and staff member the

opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, floor hockey, racquetball, bowling, tennis, soccer, golf, running events, volleyball, horseshoes, table tennis and inner-tube water polo.

Athletics

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

Athletic Eligibility

Admission to the University does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Director of Athletics, (619)260-4803.

STUDENT SERVICES

STUDENT HEALTH SERVICE

The Health Center is designed to provide limited outpatient care for registered students. It is open from 8:30 a.m. to 4:30 p.m., Monday, Tuesday, Thursday, until 6 p.m. Wednesday; and 8:30 a.m. to 4 p.m. on Friday. Emergency first aid is available at the Public Safety Office (extension 2222) 24 hours a day, 7 days a week. A Registered Nurse is on duty during the hours the Health Center is open and a physician is available five mornings a week for clinic appointments during Fall and Spring semesters. A dermatologist is available by appointment only.

There is a nominal charge for medicine, supplies, and laboratory work which is due when the service is rendered. There is no fee for the physician visit. Maintenance allergy antigen injections are given during clinic hours at no charge to students who provide the antigen and paperwork from their allergist. A 20-minute wait is required after an injection is received.

STUDENT HEALTH INSURANCE

Health insurance is suggested for all full-time students, if not already covered by a policy. Insurance information can be obtained through the University at the Office of Student Affairs in the Hahn University Center.

Health insurance is mandatory for all international students. Health care in the United States is extremely expensive, therefore, USD provides a health care plan designed to meet the needs of international students. For further information, contact the International Resources Department at USD (below).

INTERNATIONAL RESOURCES

The International Resources Office has the general responsibility for the welfare of all students attending the University on visas. Services provided include general counseling, information and assistance concerning housing, immigration matters such as re-entries, replacement of lost documents, change of status, transfers, extension of stay for practical training, etc. The International Student Advisor moderates the activities of the International Students Organization. The International Resources Office is located in Hahn University Center 132.

Health insurance is mandatory for all international students. (See Student Health Insurance above.)

COUNSELING CENTER AND ACADEMIC SERVICES

The university years involve significant personal developments which are exciting and can at times be taxing intellectually, socially and emotionally. Consistent with the University's philosophy of providing holistic and personal attention to its students, the University of San Diego Counseling Center has professional psychologists and psychologists-in-training who provide a variety of services to facilitate students' psychological needs. Many students experience difficulties as they adjust to university study; stress, loneliness, anxiety, depression, and relationship issues are common. Individual, group, relationship, and family counseling are available. Each currently-enrolled student is entitled to 12 sessions of personal/social counseling per calendar year at no cost. All services are confidential within legal and ethical guidelines. Referrals to other professionals (psychiatrists, physicians, attorneys, drug/alcohol abuse specialists, etc.) are made, as appropriate.

Workshops and seminars on topics of special interest are provided throughout the year. The Center also provides psychological self-help materials, a lending library (over 300 titles on time management, building self-esteem, gender issues, multicultural awareness, stress, etc.), an eating disorders support group, students with learning disabilities support group, and a support group for adult children of alcoholic and/or dysfunctional families. The number of group sessions is not limited within a calendar year.

Academic counseling is available to students wishing assistance with academic skills such as test taking, time management, thesis and dissertation support, decision-making, and stress management, among others. Academic advising is available to students who have completed their first year of preceptorial advisement but who have not yet declared a major. Academic advising is also available to undeclared transfer students and to students on academic probation (supplemental to their major advisor).

Psychological assessment is provided on a limited basis. Fees are assessed for administering the Miller Analogies Test and the Minnesota Multiphasic Personality Inventory-II when its administration is initiated by student request. Each is available by appointment.

The Counseling Center is located in Serra Hall 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; Wednesdays until 6:00 p.m. The telephone number is (619)260 4655.

CAREER SERVICES

Career planning is an active process for students throughout their years at the University and beyond. Career Services emphasizes a personal approach to career planning which relates interests, values, skills and education to career decisions and choice of major. Students receive employment assistance through individual appointments and workshops on résumé/Vita preparation, inter-

viewing skills, and job search strategies. Resources for students include computerized career assessment programs, on-line access to job listings, career days, and an active Alumni/ae Career Network. The career library contains information on current job openings, internships, and career options. The office also coordinates on-campus recruiting interviews each semester. Located in Room 110 on the first floor of the Hughes Administration Center, Career Services is open Monday through Friday from 8:30 a.m. to 5:00 p.m. with extended hours on Wednesday from 8:30 a.m. to 6:00 p.m. The telephone number is (619)260-4654; the fax number is (619)260-2270; e-mail is careers@acusd.edu.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

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

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

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

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

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

UNIVERSITY BOOKSTORE

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, a selection of general books, calculators, art supplies, cards and gift items, stationery, USD clothing, class rings, imprinted merchandise, backpacks, magazines, computer hardware, software, computer supplies and many other items will be found. A variety of services such as helium balloon gift bouquets, faxes, mail order, and photographic processing are also available at the Bookstore.

An Express Store is also located in the Bookstore and carries a wide variety of snack items including candy, soft drinks, coffee, tea, juices, fresh popcorn, nachos, cookies, chips, fresh salads, sandwiches, burritos, muffins and newspapers. There is a Popcorn Club and a Coffee Club which offer savings on refills.

The refund policy for textbooks is two weeks from the first day of class. After this date, the time limit is 24 hours. In order to obtain a refund a USD ID card and the price label, attached to the book, are required. All major credit cards are accepted.

Regular semester hours for the Bookstore are as follows:

Monday through Thursday – 9 a.m. to 6 p.m.

Friday – 9 a.m. to 4 p.m.

Saturday – 11 a.m. to 4 p.m.

Sunday – Closed

The Express Store opens at 7:45 a.m. Monday through Friday and at 9:00 a.m. on Saturdays. Closing hours are the same as the Bookstore. There are extended hours at the beginning of each semester. For further information, call (619)260-4551.

STUDENT RESIDENCES

STUDENT RESIDENCES

Residence halls are an integral part of the University's basic goal of developing the whole person. To achieve this goal, residence halls are not only a place to reside and study, but also a place that provides an environment where the student can have experiences which enhance personal growth and development.

Resident living accommodations currently house approximately 2,000 undergraduate students. Rooms are available in traditional dormitory-style, suite-style living areas and apartment units. Residence hall staff includes live-in Resident Directors, Resident Coordinators, and Resident Assistants.

Residence halls will be open for occupancy beginning at noon two days before the first day of each semester. Each room must be vacated 24 hours after the student's last final examination or noon on the day following the last day of final examinations. The residence halls will be closed during Christmas, Intersession and Spring Break. The academic year housing contract does not include housing during these vacation periods, except for residents of the Presidio and University Terrace Apartments, although students may leave personal belongings in their rooms. Students have the option of contracting for housing during Intersession or Spring Break if they will be involved in academic course work at USD or if special circumstances will not permit them to depart from campus during those times. Specific terms and conditions regarding student housing will be included in the Housing and Dining Services Contract that is mailed to all incoming resident students.

surroundings in its ongoing effort to attain the highest level of satisfaction among the University community and its guests. For students on Board contracts, meals are available in a number of locations. These locations include the Main Dining Room; Traditions, featuring grilled items and pizza; the T-House, featuring rice and noodle bowls; the Deli; the Marketplace, serving ice cream and baked goods as well as offering a complete convenience store; and Aromas, USD's coffeehouse featuring specialty coffees, teas and other beverages. Off-campus students may choose from a variety of meal plans or dine on a cash basis.



DINING SERVICES

USD Dining is a service-oriented department, committed to providing the finest in service, food, value and

ACADEMIC FACILITIES

The University provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, libraries, and academic computing facilities for student use. Please see the campus map near the back of this *Bulletin*.

INFORMATION RESOURCES

Copley Library

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 300,000 books and bound periodicals and includes subscriptions to 2,200 journals as well as collections of reference works, government documents, pamphlets, newspapers in many languages, and rare books. Nine library faculty and additional professional and support staff make the collection available to the University community.

A library computer system, SALLY, gives access to Copley Library's books and journals as well as the software holdings of the Media Center and the books and journals of the Legal Research Center.

Copley Library is open 95 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

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

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

Photocopy machines and microform readers/printers are available for student use. Study spaces are available for over 800 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

Media Services

Media Services, a division of Copley Library, provides support to the USD instructional community with non-print information services. There are nearly 6,000 video and audio tapes, laser disks, slide sets, filmstrips, compact discs, and multimedia kits available. Students, staff, and faculty may use these materials in the Media Services carrels or classrooms, or may check them out for off-campus use.

Media-equipped classrooms are available for occasion-

al or semester-long booking. Media Services is equipped for video and multimedia production and has a video-editing suite available for academic activities. It supports audiovisual facilities and equipment throughout the campus.

Hours of operation are Monday through Friday, 8:00 a.m. to 10:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; Sunday, closed. Summer Sessions and Intersession hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. For the most up-to-date information, visit Media Services website at <http://ac.acusd.edu/mediaservices/>.

Pardee Legal Research Center

The Pardee Legal Research Center, on the east end of campus, houses a collection of over 425,000 volumes, and serves students and faculty of the School of Law. Any USD student or faculty member needing information from legal materials may use the collection.

Academic Computing

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

Laboratory facilities in Serra Hall include: two networked teaching laboratories (Macintosh and PC); one general lab with Macintoshes, PC's, and printers; a SUN workstation lab; a classroom with Macintosh systems; and a small PC e-mail room. Olin Hall houses a microcomputer lab of PC compatible workstations. Maher Hall 114 is a lab classroom used for lab access as available. All lab workstations have access to the campus network via either Novell, Appletalk, or TCP/IP services.

Academic Computing also supports lab classrooms in Serra and Maher Halls, as well as in other locations across campus.

ACADEMIC RESOURCES

Writing Center

The Writing Center is part of the Helene and Jack Drown Writing and Logic Centers, located in Camino Hall 125. It is administered by the Department of English and staffed by faculty-recommended tutors. Students and tutors work one-on-one in relaxed but structured one-hour sessions. A wide variety of writing references, as well as Macintosh and IBM-PC compatible computers, are available. Students may make an appointment at the Writing Center or by calling (619)260-4581.

Logic Center

The Logic Center is available to students enrolled in logic classes at USD (Philosophy 1 and 2). The Logic Center is staffed with tutors who have proven their abilities

in logic, and can provide students with extra help in working homework problems, preparing for tests, and mastering the central concepts of logic. The Logic Center is located in Camino Hall 123 and is open daily during the semester.

Mathematics Center

The Mathematics Center provides peer tutoring to students in intermediate algebra, college algebra, and first-

semester calculus (Math 10, 11, 14, and 50). In addition, although the tutors have been asked to give priority to students in the above classes, those tutors with advanced training will help with other mathematics questions whenever they are free. The Math Center is located in Serra Hall 310.

COMMUNITY SERVICE LEARNING

The Office for Community Service Learning is dedicated to supporting multiple entry points to community service and service learning for the USD community. Collaborative approaches between the USD community and our San Diego partners focus on addressing real needs identified by the community and on experiential learning about self and society.

Ongoing support is offered to three faculty, student, and administrative committees that plan and implement community service and social issues programs at the University. The Associated Students have an active Community Service Committee, which sponsors a wide range of volunteer projects. The Social Issues Committee provides learning opportunities through annual theme

events such as an annual conference, team-taught classes, speakers, and cultural events. The Experiential Education Committee fosters learning through experiences that include internships and service learning incorporated into existing courses. A multitude of initiatives emanate from several departments on campus including Student Activities, Financial Aid Services, University Ministry, and the Law School. These activities reinforce USD's commitment to the continuing search for meaning in contemporary life. Hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m. The Office for Community Service Learning is located in Maher Hall 218; the telephone number is (619)260-4798.

CENTERS AND INSTITUTES

TRANSBORDER INSTITUTE

Founded in 1994, the TransBorder Institute (TBI) is one of USD's newest institutional initiatives, expressing the University's involvement in the emerging bi-national communities in Mexico, the United States, and elsewhere. The Institute's primary goal is to provide opportunities for learning, research, internships, community service learning, and cross-border inter-university exchange while serving the communities where these opportunities are found.

In addition to supporting student and faculty initiatives in a wide variety of projects and events, on both continuing and ad hoc bases, the Institute has taken a lead role in a number of important areas. The TBI web site (www.tbi.acusd.edu) provides the world's first user-controlled database input of and access to information about people, events, and issues related to borders of all kinds. We are also doing the first survey of recycled water markets in Tijuana (which faces exhaustion of its Colorado River supply by 2001). The TBI initiated the establishment of a non-profit television production company called Television Borderlands/Tierras Fronterizas, which has grown to include almost every university in the region; a bi-lingual series called "Parallels/Paralelos" is now in production. The TBI is also a principal in the long-range planning for region-wide re-use of the vacated U.S. Naval Training Center

(located on San Diego Bay), which is to become an "International Village of Educators and Artists." The "Cooperative Studies Program," founded by graduate students in the Schools of Education and Business Administration, is engaged in studying and assisting producer cooperatives in San Diego and Tijuana. Other ambitious programs are in evaluation and planning stages.

Organized in a participatory and democratic way, with representatives of students, faculty, projects, and community on its Board of Directors, the TBI welcomes everyone to invent, to participate, to develop, and thereby to shape the TBI, as the TBI in turn helps shape USD's growing involvement with its surrounding communities and those around the globe.

INSTITUTE FOR CHRISTIAN MINISTRIES

The Institute for Christian Ministries (ICM) strives to serve as a vehicle of the University for outreach to the public in matters relating to Scripture, theology, spirituality, ministry, family life, and social justice.

The ICM, in close collaboration with the Department of Theological and Religious Studies, provides inexpensive, non-degree educational programs and credential renewal opportunities for adults who are interested in the exploration of Gospel values and the integration of those values with life in a pluralis-

tic society. Student participation is welcome. For information, contact the ICM office in Maher Hall 280 at (619)260-4784.

AHLERS CENTER FOR INTERNATIONAL BUSINESS

The John M. Ahlers Center for International Business was established by a generous contribution by Carolyn Ahlers in memory of her husband, John Ahlers. The mission of the Ahlers Center is to be a leading university center to assist individuals and organizations in the process of globalization. This includes bringing International Executives-in-Residence, scholars, researchers, and a variety of speakers to USD; developing International Internships in San Diego and worldwide; and serving as an important source of international business information through its Web Site on the Internet. For information, contact Dr. Greg Gazda at the Ahlers Center Office in Olin Hall 313, or call (619)260 4864; Web Site: <http://www.Ahlers.edu/usd>.

MANCHESTER FAMILY CHILD DEVELOPMENT CENTER

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

The Center enrolls children of University employees, students and alumni/ae age 2-1/2 to 5 years. Children of students may attend part-time, either five mornings or five afternoons, at a reduced fee. Students may apply for up to ten hours of work per week to help defray expenses. Volunteers are encouraged. The Center operates ten hours per day, Monday through Friday, 48 weeks per year.

ADDITIONAL ASSOCIATIONS AND ORGANIZATIONS

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The University of San Diego Alumni Association promotes the involvement of USD graduates in the ongoing life of the University, informs alumni/ae of University activities, and provides benefits, services, and volunteer opportunities both in and outside of San Diego. The Association is governed by a 36-person Board of Directors which includes representatives from the College of Arts and Sciences, and the Schools of Business Administration, Education, Law, and Nursing. The Association plans and implements fundraising initiatives, Class Reunions, Homecoming, the Alumni Mass, the Author E. Hughes Career Achievement Awards, regional events, and other special events.

AFFILIATED ALUMNI/AE GROUPS

The Alumnae of the Sacred Heart is a unit of the national Associated Alumnae of the Sacred Heart, an organization of former students and graduates of the Sacred Heart Schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

Law School Alumni provides support and guidance to law students and sponsors continuing education for members and students. The association guides the Law Annual Fund efforts and hosts social events for its membership and the Law School community.

USD Graduate School of Business Administration Alumni Association promotes the interest of the University and the Graduate School of Business Administration and maintains a mutually-beneficial relationship between the alumni/ae and the University.

USD School of Education Alumni Association pro-

vides activities and programs designed to encourage educational, social and career development aspects of the School of Education and the University.

THE UNIVERSITY OF SAN DIEGO PARENTS' ASSOCIATION

The University of San Diego Parents' Association is made up of parents of USD students. There are no membership dues. Parents become members simply by having a student enrolled at USD. The Parents' Association, led by an appointed Board of Directors made up of parents of current students, is designed to keep parents informed and involved with the University through various publications. The Association is also committed to mobilizing parents to offer their talents and abilities, to contribute financially, and to join other parents, students, and University personnel in helping to create a University environment that develops men and women of integrity who will make a significant contribution to the society in which they live. The Parents' Association operates through the Office of Parent Relations, (619)260-4808. Volunteer opportunities for parents are available in the areas of admissions support, career advising and networking, development, and hosting or staffing regional events.

ANCILLARY ORGANIZATIONS

Alcalá Society is a group of men and women dedicated to perpetuating the spiritual and educational values embodied in the University by making a gift of at least \$100 for Society membership.

Corporate Associates was established by USD in 1982. Corporate Associates is a membership-based program

that allows prominent business professionals and distinguished community organizations to build a mutually beneficial relationship with the University.

Friends of the Library support the mission of the University through affiliation with its libraries. Their patronage and sponsorship of events provide underwriting for the continued growth and development of the libraries.

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

Invisible University is a lifelong learning program which provides academic and cultural programs to foster a community of learning throughout San Diego County. Invisible University is open to everyone wishing to pursue academic enrichment in a friendly and informal setting.

President's Club consists of alumni, parents, and friends who support the University with an annual gift of at least \$1,000.00. Members of the President's Club are the University's leading annual benefactors.

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

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

CHAIRS AND PROFESSORSHIPS

THE ERNEST W. HAHN CHAIR OF REAL ESTATE FINANCE

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

THE DEFOREST STRUNK CHAIR OF SPECIAL AND TEACHER EDUCATION

The endowed DeForest Strunk Chair of Special and Teacher Education was established by an anonymous donor to provide a faculty position in the School of Education's special and teacher education program. Dr. Strunk was a Director of the Division of Special Education from 1970 to 1985.

STEBER PROFESSORSHIPS

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

FLETCHER JONES CHAIR OF BIOLOGY

The Fletcher Jones Chair of Biology was established by The Fletcher Jones Foundation to honor its founder. Mr. Jones was deeply committed to improving education as the most effective means of improving the quality of life for the American people. This position is expected to be a major force in developing the biological sciences.

MARY AND CHURCHILL KNAPP CHAIR OF LIBERAL ARTS

The Knapp Chair of Liberal Arts makes possible the annual appointment of a visiting distinguished professor who will contribute to the vitality and centrality of liberal arts disciplines in the College of Arts and Sciences. Churchill and Mary Knapp of La Jolla, California funded this endowment through a gift of their home to the University.

UNIVERSITY PROFESSORSHIPS

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

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

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



ADMISSION

Admission to the University of San Diego is based upon evidence of the applicant's fitness to succeed in and profit by the university work here. Consideration is given to past performance, test scores, recommendations, a personal essay, and any other information the candidate may choose to provide. While not required, a personal visit to the campus is strongly recommended.

ADMISSION TO FRESHMAN STANDING

Admission to freshman standing is based on the following factors:

1. Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered;
2. Scores on the Scholastic Assessment Test (SAT I) of the College Entrance Examination Board. Students should plan to take this test in their junior year, early in their senior year, or at least nine months prior to their planned university enrollment. Test scores from the American College Testing Program (which administers the ACT) are acceptable in addition to or in lieu of the SAT I. Scores of the SAT II Writing test, which should be taken during the senior year, are required for English placement in the student's first year;
3. Academic recommendation from high school faculty; and,
4. Personal essay.

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

EARLY ADMISSION

Some students of superior academic achievement and promise require less than the usual four years of high school to prepare for college. A superior student who has completed the required 16 academic subjects in less than eight semesters may apply for admission. The high school diploma remains a requirement for early admission.

ADVANCED PLACEMENT (AP) AND CREDIT FOR ADVANCED WORK

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. (A score of 4 or 5

must be earned on the English Literature test.)

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

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

College credit may be granted, within certain limitations, for the General and Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. Any units earned in this manner require payment of \$25.00 per unit of CLEP credit accepted.

INTERNATIONAL BACCALAUREATE (IB)

College credit will be awarded to students who have successfully passed the individual International Baccalaureate higher level examinations with scores of 5 or higher. Satisfaction of specific University requirements by International Baccalaureate credit will be decided in consultation with individual departments.

Additional information about both CLEP and IB may be obtained from the Office of the Dean of Arts and Sciences, Founders Hall 114, (619)260-4545.

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 twenty-four semester units of transferable academic work with a strong record.

Candidates seeking readmission to the University must meet the same admissions requirements as transfer students.

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

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

APPLICATION PROCEDURE

1. A candidate should obtain the Application for Admission from the Office of Admissions and return the completed form with the fee of \$45.00 (non-refundable).
2. A candidate should ask the Registrar of his/her high school (and colleges, if any) to send the official transcripts of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the Scholastic Assessment Tests (SAT I and SAT II Writing Test) of the College Entrance Examination Board, and/or American College Test (ACT) results, should be forwarded to the University at the request of the student.
4. The applicant should arrange to have sent directly to the University the recommendation as indicated on the Application for Admission form.
5. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application according to the calendar published in the *Undergraduate Perspective*.
6. Early action consideration is available to academically-superior freshman candidates completing the application before December 1. When appropriate, candidates not selected for early action will be referred to the regular admissions process.
7. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$100.00 deposit and resident students should send a \$250.00 deposit and room reservation fee.
8. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board. This means that candidates who have been informed of their acceptance in the University are not required to make any non-refundable deposit prior to May 1.
9. Admitted students will receive information concerning orientation in mid-summer.

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

INFORMATION FOR INTERNATIONAL STUDENTS

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

Applicants for admission from other countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated into English and certified as accurate by the school, a consulate official, or

an official translator. Evaluation of international transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540. Nursing students whose primary language is not English must take the Test of Written English in conjunction with the TOEFL. The Scholastic Assessment Test (SAT) or the American College Test (ACT) is required of all international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, write to: College Board ATP, Box 592, Princeton, New Jersey 08541. It is the responsibility of the international student to see that all credentials for admission to the Fall semester are received by January 15. The last TOEFL test dates to meet the deadlines are January for the Fall semester and October for the Spring semester.

All international students accepted at the University must provide for their financial support from non-University sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit and room reservation fee of \$250.00 and commuting students should send a tuition deposit of \$100.00 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until receipt of the deposit.

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

VETERANS CERTIFICATE OF ELIGIBILITY

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

EXPENSES

1998-1999 EXPENSES FOR UNDERGRADUATE STUDENTS

All students are expected to become familiar with the financial obligations they incur by registering at the University. The following information provides the essential data; if in doubt, however, a student should make inquiries at the Student Accounts Office, Hughes Administration Center 207, by the Registration/Fee Payment date.

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

Application Fee45.00

Tuition, 1998-1999

Students entering prior to Summer, 1997

1-13 units, per unit570.00

14-17 units, per semester8,235.00

Over 17 units, per additional unit570.00

Students entering subsequent to Summer, 1997

1-11 units, per unit570.00

12-18 units, per semester8,235.00

Over 18 units, per additional unit570.00

Auditing is one-half the regular unit tuition charge.

Note: Tuition for 1999-2000 has not been determined. It is expected to increase.

Associated Students (AS) Fee

12 units or more, per semester50.00

7-11.5 units, per semester19.00

3-6.5 units, per semester6.00

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

Deposit, 1998-1999

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

Advance tuition and room deposit for new resident students (nonrefundable)250.00

Advance room deposit for returning resident students200.00

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

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

Special Fees, 1998-1999

Parking Fees

Main Campus Permit120.00

Resident Permit100.00

Fringe Permit25.00

Late Registration Fee60.00

Change of Program Fee5.00

Credential Program, Field experience, per unit ...10.00

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

Special examination5.00-25.00

Music, private instruction, per semester (payable at registration)300.00

(Instruments not provided; see page 117 for exceptions)

Returned check charge25.00

Transcripts, first one free, each thereafter1.00

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

Room and Board, 1998-1999

There are several different plans available. Room and board may vary between \$3,000 and \$4,200 per semester depending upon type of accommodations and/or meal plan.

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

Note: Room and Board rates for 1999-2000 have not been determined. They are expected to increase.

REFUNDS

Tuition Refund Policy

1. FEES and DEPOSITS are non refundable.
2. TUITION is fully or partially refundable only when a student withdraws officially. An Official Withdrawal Form must be presented by the student to the Registrar's

Office where it will be date stamped. The following federally-mandated schedule applies:

- 100% refund for withdrawal during the first week of classes of the regular academic semester;
- 90% refund for withdrawal during the second week of classes;
- 80% refund for withdrawal during the third week of classes;
- 70% refund for withdrawal during the fourth week of classes;
- 60% refund for withdrawal during the fifth week of classes;
- 60% refund during the sixth week of classes;
- 50% refund for withdrawal during the seventh week of classes;
- 40% refund for withdrawal during the eighth week of classes; and
- NO REFUND of tuition will be made for withdrawal after the end of the eighth week of classes.

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

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

Room and Board Refund Policy

The University will adhere to the following schedule for the refunding of housing and dining service fees for contracted residents (whether or not they have checked into a room) who are officially withdrawing from the University for either the Fall or Spring semester regardless of reason. Additionally, all residents officially withdrawing from the University shall forfeit an amount equal to the \$200 Room Reservation Deposit. The refund schedule applies to all withdrawals occurring after the start of the contract period for occupancy which is the first day residents are eligible to move into campus housing each semester. (The contract period for occupancy begins a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the Housing and Dining Services Contract.) The effective date for any housing and dining service refund will be the last date that the resident completes any of the following applicable tasks: officially submits a withdrawal notice, checks out of his/her room, returns the room key, and surrenders his or her meal plan.

Withdrawal during:

- First week of the contractProrated on daily basis
- Second week of the contract90%
- Third week of the contract80%
- Fourth week of the contract80%
- Fifth week of the contract70%

- Sixth week of the contract60%
- Seventh week of the contract60%
- Eighth week of the contract50%
- Ninth week of the contract40%
- After ninth weekNO REFUND

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning has 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 consult the Director of Housing.

REGISTRATION/FEE PAYMENT POLICY

Class registration is not officially completed until all tuition, room and board charges, and fees are paid, except for those students who have prearranged to adopt the University's monthly installment plan described below. Reserved classes may be canceled by the University if the student does not complete fee payment by the assigned fee payment dates in September and January for the respective Fall and Spring semesters. (See the Academic Calendar in the first few pages of this *Bulletin* for specific dates.) There is a \$60.00 late registration fee charged to all students who do not complete fee payment by the deadline in the Academic Calendar. Accounts paid by a check which is returned by the bank uncollected are not considered paid.

Credit cards are not accepted for tuition, room and board or fee payments.

Note: To students on the Monthly Installment Plan: Installment payments must be current throughout the contract life; if not current, the University reserves the right to cancel class reservations and room and board arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, the \$60.00 late registration fee must be paid.



REGISTRATION/FEE PAYMENT PROCEDURE

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

1. Dates, times, and location of class reservation are announced in advance in the Directory of Classes each semester;
2. Pay the required tuition, fees, room and board at the Student Accounts Office, Hughes Administration Center 207, except those who prearranged to adopt the University's monthly installment plan. Students may choose to complete the fee payment portion of registration conveniently by mailing their full payment to the University's Student Accounts Office by the mail-in deadline listed in the Registration/Fee Payment Instruction sheets; and,
3. If the student has any estimated financial aid, Federal Student/Parent Loans, Federal Perkins Trust loan or other student loans on his or her offer of financial assistance and these loans/awards have not been posted to the account and are needed to assist the student in completing fee payment, the student must make arrangements at the Student Accounts Office by the registration/fee payment deadline. Failure to do so will subject the student to a \$60.00 late registration fee.

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

PAYMENT PLANS

Prepayment Plans

The Prepayment Plan, which currently allows a discount of 5% per annum for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

1. The University reserves the right to change the discount rate.
2. The student will prepay for the entire academic year, or for Fall or Spring semester separately. Only one academic year may be paid in advance. Prepayment discount begins May 1.
3. July 1 is the last day to prepay and receive a discount for the Fall semester; December 1 for the Spring semester.
4. Amounts paid are refundable in full prior to first day of class for the Fall and Spring semesters respectively. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
5. If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 14-17 units should be used to compute tuition costs. Housing estimates should be based on the cost of double occupancy in the San Dimas residence. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.

Monthly Installment Plan

The Monthly Installment Plan allows for payment in five (one semester) or ten (two semesters) installments covering estimated expenses for the Fall and/or Spring semester(s). Both the five- and ten-payment installment plans have a \$50 non-refundable administrative charge which is payable when submitting the application/worksheet to the Student Accounts Office.

The Monthly Installment Plan operates according to the following guidelines:

1. The student account balance with the University must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
2. An application/worksheet for the Fall and/or Spring semester(s) must be received by the Student Accounts Office no later than June 1 to be eligible. The deadline for applications for the Spring-only semester five-payment plan is November 1. A plan is available for those new students whose commitments to the University occur after the respective deadlines.
3. Payments begin on July 1 for the full year/Fall semester plans and on December 1 for the Spring semester plan.
4. Formal application for the five- or ten-payment installment plan must be made for each new academic year or semester.
5. Adjustments are made to remaining contract payments as actual versus estimated charges and/or credits occur. Charges for various fines, citations, or other non-contractual charges are payable immediately and are not deferred over any remaining installment period.
6. In the event of a contract default, USD may refuse the student or contract buyer a subsequent retail installment contract.
7. 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 class reservations and room and board arrangements.
8. Tuition, room and board payments received are refundable in accordance with the University's published refund policy.
9. Special installment payment arrangements are available for international students.

Note: If the student's actual charges exceed the estimated amounts prepaid or financed on the installment plan, the student is responsible for paying any such amounts.

Additional information on payment plans is available from the Student Accounts Office, Hughes Administration Center 207 at (619)260 4561. Worksheet/Application forms for the Installment Payment Plan may be obtained from the Office of Student Accounts in Hughes Administration Center 207.

FINANCIAL AID

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

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

A financial aid package is designed to meet the financial need of each individual student. Each *package* may consist of funding from one or more programs and may range from \$200 to \$25,000 or more depending on established need and/or merit.

ELIGIBILITY REQUIREMENTS

1. The student must be accepted officially by the Office of Undergraduate Admissions to pursue a degree or certificate, and maintain satisfactory academic progress as defined in the *Guide to Financial Aid Consumer Information at USD* which is available in the Office of Financial Aid Services in the Hughes Administration Center and on the USD Financial Aid Web Site.
2. The student must complete the appropriate application(s) — see Application Procedure below.
3. The student must be a United States citizen or eligible non-citizen.
4. The student must not be in default on any federal loan or owe a refund on any federal grant.
5. Financial aid applicants must be aware that certain financial aid programs are designed to assist students who complete their degree work in a normal four-year period. Those who elect or require additional time may have to rely more heavily on self-help assistance in the form of work and loans.

APPLICATION PROCEDURE

1. Each student must complete the *Free Application for Federal Student Aid (FAFSA)* to be considered for federal and state aid. Additionally, each student must complete the *University of San Diego Financial Aid Application (USD FAA)* to be considered for USD funds. These

forms are available upon request from the USD Office of Financial Aid Services. The *FAFSA* is also available from high school and community college counselors. Regardless of where an applicant obtains a *FAFSA* and *USD FAA* he or she must request a *Guide to Applying for Financial Aid at USD* from the USD Office of Financial Aid Services.

2. When required by federal law, and upon request from the Office of Financial Aid Services, it will be necessary for the student to submit a copy of the parents'/student's latest federal income tax return and respond to other requests for information by the Office of Financial Aid Services.
3. All financial aid applications must be postmarked on or before the priority deadline dates listed in the Academic Calendar (shown in the first few pages of this *Bulletin*) in order to receive priority consideration. Additionally, all follow-up information must be received by the USD Office of Financial Aid Services by the deadlines specified on the follow-up requests. Non-priority applicants are considered for remaining funds.
4. Students must follow these procedures each year in *reapplying* for financial aid.

SCHOLARSHIPS AND GRANTS

Merit Awards

The University of San Diego has established the following scholarship programs based on merit for which all freshmen applicants are considered.

Trustee Scholars

Trustee Scholars are designated in the name of the University of San Diego Trustees. To be eligible for consideration, a freshman must have achieved at least a 3.8 grade point average in high school academic subjects and high SAT/ACT scores. Trustee Scholar awards may also be combined with other forms of University and outside financial aid for students with demonstrated need. These tuition credit awards are for four years, contingent upon maintenance of a GPA of 3.45 or higher.

Presidential Scholars

Presidential Scholars are designated in the name of the President of the University of San Diego. To be eligible for consideration, a freshman must have achieved at least a 3.6 grade point average in high school academic subjects and strong SAT/ACT scores. Presidential Scholar awards may also be combined with other forms of University and outside financial aid for students with demonstrated need. These tuition credit awards are for four years, contingent upon maintenance of a GPA of 3.25 or higher.

Deans' Scholars

Deans' scholarships are designated in the name of the Academic Deans. To be eligible for consideration, a freshman must have achieved at least a 3.5 grade point average in high school academic subjects and strong SAT/ACT scores. Deans' Scholar awards may also be combined with other forms of University and outside financial aid for students with demonstrated need. These tuition credit awards are for four years, contingent upon maintenance of a GPA of 3.25 or higher.

Provost Scholars

A limited number of scholarships are designated in the name of the Provost of the University of San Diego. They are generally reserved for underrepresented students of high achievement who have financial need.

Choral Scholars

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



Note: Eligibility for renewal of need-based scholarships is based on the cumulative GPA provided to the Office of Financial Aid Services by the Registrar, calculated through the end of the previous January Intersession.

University of San Diego Scholarships

These scholarships are awarded to both new and continuing full-time students. Freshmen awards are based on SAT/ACT scores, demonstrated scholastic achievement and a need for financial assistance. Transfer and continuing student awards are based on demonstrated financial need and scholastic achievement.

Scholarships range from several hundred to several thousand dollars, and are renewable each year provided that the student's overall grade point average equals University competitive scholarship standards among USD's continuing students, and the student continues to demonstrate financial need.

University of San Diego Incentive Scholarships

These scholarships are awarded to students who do not meet all of the criteria for USD Scholarships, yet demonstrate their potential to do so. Awards vary in amount each year, and are less than a USD Scholarship.

University of San Diego Incentive Grants

These grants are awarded to students who do not meet all of the criteria for USD Incentive Scholarships, yet demonstrate their potential to do so. Awards vary in amount each year, and are less than a USD Incentive Scholarship.

University of San Diego Grants

These grants are offered to students with substantial documented need whose eligibility for loan and work assistance does not provide sufficient funding. The amounts vary. New students who have achieved above a 3.0 grade point average are more likely to receive USD gift aid. Academic achievement is determined by the Office of Undergraduate Admissions. Renewal academic criteria is based on satisfactory academic progress.

Bishop Maher Catholic Leadership Scholarships

This program, named for the late Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$200 to approximately \$3000 per year depending on the financial need, academic performance and demonstrated leadership of the applicant.

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

Duchesne Scholarship Program

The University of San Diego, through the School of Education, offers a minority teacher scholarship program to assist students who would like to become teachers in elementary and secondary public and private schools. The University will award scholarships annually to incoming and continuing students. The amount of the scholarship varies depending on the financial need of the recipient. Freshman applicants must have a high school grade point average of at least 3.0 in academic subjects and acceptable SAT scores. Transfer students must have a minimum 2.8 grade point average based on at least 24 semester units. The Duchesne Scholarship applications are available upon request from the USD School of Education or the Office of Financial Aid Services.

Diversity Grants

These grants, of up to \$2000 per year, are offered to continuing USD students with documented need whose experience, background, and culture add diversity to the educational environment of the University of San Diego.

Cal Grants

Each year the State of California awards a number of Cal Grants to assist with tuition and fees to students who are legal residents of the state of California and have demonstrated academic achievement and financial need. The grants can be renewed each year. In 1997-1998 the Cal Grants ranged from \$1410 to \$9594.

The University of San Diego advises all students who are legal California residents to apply for this State grant. To be considered, the student must complete the FAFSA, as listed above, ensuring that they have allowed their information to be released to the State and also providing other information as requested (for example, submit GPA Verification Form to the California Student Aid Commission). **The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission. See DEADLINES section on page 38.**

Federal Supplemental Educational Opportunity Grant

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

Federal Pell Grant

The Federal Pell Grant Program assists undergraduate students with substantial financial need. The student will receive a Student Aid Report (SAR) from the federal processor which will indicate whether or not the student is eligible for the grant. The maximum 1997-1998 Federal Pell Grant was \$2700. The maximum amount is determined each year by the federal government.

Bureau of Indian Affairs Grants

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

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

PRIVATE SCHOLARSHIPS AND GRANTS

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

Students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD (see Application Procedure on page 29). For some scholarships with specific requirements, the USD Scholarship Questionnaire is used to determine eligibility and only students who complete this form are considered for those scholarships.

Annual Scholarships/Awards

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

- Accountancy Program Scholarship
- Ahmanson Foundation Scholarship
- Argyros Foundation Scholarship
- Arizona Alumnae of the Sacred Heart Scholarship
- Jeanne and Lawrence Atherton Scholarship
- Bank of America Scholars Program
- Peter Jr. and Bruce Bidstrup Scholarship
- Burger King Corporation Scholarship
- Father Carrier Memorial Scholarship
- Chevron Merit Award
- *Class Scholarships from the Senior Gift Program
- James S. Copley Foundation Scholarship
- Avery Dennison Careers in Education Scholarship
- DeFalco Family Foundation Scholarship
- *Duncan Theatre Arts Scholarship
- Farmers Insurance Group Scholarship
- Paul Fitzpatrick Memorial Award
- Fluor Independent Colleges Scholarship
- Forest Lawn Foundation Scholarship
- GTE California Scholarship
- Catherine B. Ghio Scholarship
- Michael Ghio Memorial Scholarship

Jack Guntly Electrical Engineering Scholarship
 Hughes Aircraft Company Scholarship
 ICSC Scholars Fund
 Imperial Credit Industries Scholarship
 Foundation of The Litton Industries Scholarship
 Lockheed Corporation Fund
 Lone Mountain Scholarship
 Los Angeles Alumnae of the Sacred Heart Scholarship
 George H. Mayr Educational Foundation Scholarship
 Milken Families Scholar
 Janice Nalley Memorial Scholarship
 Nordstrom Scholarship
 Chester Pagni Outstanding Student Service Award
 Rockwell Industries Scholarship
 St. Clare's College Scholarship
 San Diego Alumnae of the Sacred Heart Scholarship
 Transamerica Foundation Scholarship
 Union Bank of California Foundation Scholarship
 The UPS Scholarship
 USD Auxiliary Scholarship
 USE Credit Union Scholarship
 Bernard H. van der Steen Scholarship Fund
 Wal-Mart Competitive Edge Scholarship
 Western Atlas Foundation Scholarship
 *Julie I. Wilkinson Scholarship

*Special application required.

Endowed Scholarships

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

Jack L. Adams Endowed Scholarship Fund
 The General and Mrs. Lemuel C. Sheperd Jr. Scholarship
 The General Wesley H. Rice Scholarship
 The General James L. Day Scholarship
 The General Robert H. Barrow Scholarship
 The General and Mrs. Hugh T. Kerr Scholarship
 The General and Mrs. John S. Grinalds Scholarship
 The General and Mrs. J.A. Studds Scholarship
 The Author E. Hughes Scholarship in Music
 Alfred F. Antonicelli Endowed Scholarship Fund
 Eileen and Carlton Appleby Scholarship
 Arcaro Scholarship Fund
 Kathryn Grady Atwood Memorial Fund
 Dr. and Mrs. Manuel Barba Endowed Scholarship
 Aloysius J. Bedell Scholarship
 Boyce Family Scholarship
 Braille Transcribers Guild of San Diego Endowed Scholarship
 Kevin Briscoe Memorial Scholarship

Dr. Gilbert Brown Endowed Scholarship
 Sandra Brue Endowed Scholarship
 Martin and Florence Bursiek Student Aid Fund
 Mary Delafield Carter Endowed Scholarship
 Theia Cascio Endowed Scholarship
 Choral Scholars Program
 Ralph F. Claric and Russel Kamstead Memorial Fund
 James W. and Kathryn S. Colachis Scholarship Fund
 John F. Connolly Perpetual Scholarship
 Helen S. Corcoran Scholarship Fund
 Emmet J. Culligan Endowed Scholarship Fund
 Dalton Scholarship Fund
 James O. And Stella Powell Eagen Endowed Scholarship Fund
 First Interstate Bank of California Scholarship Endowment
 French Endowed Scholarship
 Sr. Sally M. Furay Scholarship Fund
 German Language Scholarship Fund
 Emil Ghio Scholarship Fund
 W.R. Grace Scholarships
 *Mary Gresko Nursing Scholarship Fund
 Ernest W. and Jean E. Hahn Foundation Scholarship
 William Randolph Hearst Scholarship Endowment
 Conrad N. Hilton Minority Scholarship Endowment
 W. Roy Holleman Endowed Scholarship
 Bob Hope Leadership Scholarship
 *Ethel M. Horsch Nursing Scholarship
 Author E. Hughes Endowed Scholarship
 Lawrence Family Endowed Scholarship
 Elsie Leith Memorial Scholarship
 Lumberjack Endowed Scholarship
 *Bishop Maher Catholic Leadership Scholarship
 *Manchester Endowment
 Laura McDonald Lewis Endowed Scholarship
 Dorothea McKinney Endowed Scholarship
 Louise H. McNally Scholarship Fund
 Edward J. and Grace W. Mehren Scholarship Fund
 *Music Endowment
 Nielsen Family Scholarship
 Notchev Endowed Scholarship Fund
 *Nursing Endowed Scholarship (which includes the following)
 Blair H. Wallace Scholarship
 Oxford Endowed Scholarship
 Irene Sabelberg Palmer Scholarship
 Kenneth & Virginia Piper Arizona Endowed Scholarship
 Reardon/Goode Scholarship
 Leo Roon Leadership Scholarship
 *Irving Salomon Political Science Scholarship
 Jeffrey A. Sardina Endowed Scholarship
 School of Education Scholarship Endowment
 W. H. Scripps Athletic Scholarship Fund
 Martin L. Sheehan Endowed Scholarship
 Donald P. and Darlene V. Shiley Engineering Scholarship

- *Forrest N. & Patricia K. Shumway Scholarship Fund
- Sven & Tove Simonsen Scholarship Endowment
- *Stallard Family Nursing Scholarship
- *Anne Swanke Memorial Scholarship
- *Jane R. Tedmon Scholarship Fund
- USD Endowed Scholarship (which includes the following)
 - Dr. Lee Gerlach Honorary Scholarship
 - Robert J. Keys Honorary Scholarship
 - Therese T. Whitcomb & E. Ann McFarland Decorative Arts Study Grant
 - Donald & Rosemary Wilson Scholarship

*Special application required.

Other Scholarships Available

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

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

Additional Sources of Funding

In addition to the above-named University of San Diego scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks and Rotary International, assist students in meeting the cost of education. The Copley Library has reference books and Internet access to scholarship search programs listing funds available from private organizations. The USD Office of Financial Aid Services provides a *Guide to Outside Resources of Financial Aid* upon request.

LOANS

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

The Federal Stafford Student Loan Program

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

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

The Federal PLUS Loan Program

A Federal PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Details regarding maximum loan amounts, current interest rates and repayment terms are described in the loan application materials available in the USD Office of Financial Aid Services. A FAFSA is not required for parents interested in the Federal PLUS Loan only.

Federal Perkins Loan Program

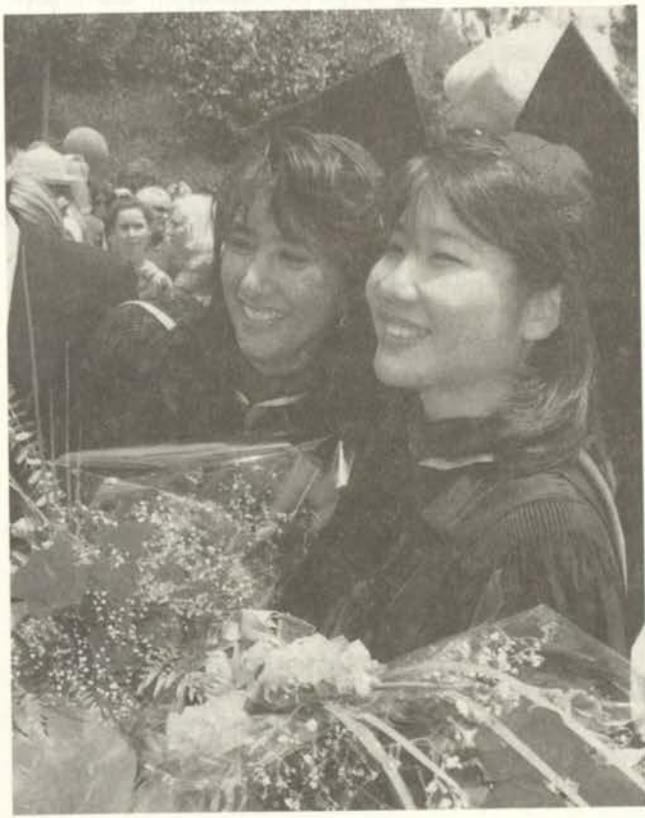
This federal loan program provides a limited number of long-term, low-interest (5%) loans to undergraduate and graduate students who have demonstrated substantial financial need. Details regarding maximum loan amounts, interest rates and repayment terms are described in information available at the Office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

Emergency Student Loan Program

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

Gulf Oil Corporation Student Loan Fund Program

The Gulf Oil Corporation has provided the University of San Diego with funds to be used for low interest loans. This program is designed to provide assistance for students



who, because of personal, financial or related circumstances, are unable to secure adequate help through normal scholarship or loan programs. Repayment of the loan must be made within five years after graduation. Students are recommended for this loan by the Office of Financial Aid Services.

Kathryn Desmond Loan Fund

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

Marian Hubbard Loan Fund

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

USD Trust Loan Program

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

EMPLOYMENT (WORK-STUDY)

Federal Work-Study Program

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

Other On-Campus Student Employment

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

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 referrals

and further details are posted on the Student Job Board at the Student Employment Center which is a part of the Office of Financial Aid Services located in the Hughes Administration Center.

VETERANS ASSISTANCE

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

VOCATIONAL REHABILITATION SERVICES

Students who have a physical, emotional, learning, or other disability 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)495-3600 for further information.

DEADLINES

Most financial aid packages consist of funds drawn from several sources — federal, state, and institutional. **Application forms and deadlines usually change each year.** Students should request current information from the USD Office of Financial Aid Services, located in the Hughes Administration Center, and apply for everything for which they may be eligible.

Important Deadlines

February 20

Date by which Financial Aid Applications for Freshmen and Transfer Students must be postmarked in order to receive priority consideration for available federal and USD funds.

March 2

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

April 1

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

STUDENT COSTS AND BUDGETS

Please refer to the *Guide to Applying for Financial Aid at USD* available from the USD Office of Financial Aid Services in the Hughes Administration Center.

THE BACHELOR'S DEGREE

The University of San Diego is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to humanity. Normally, the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

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

PROGRAMS OF STUDY

College of Arts and Sciences

Undergraduate Majors

Anthropology
Art
Biology
Chemistry
Communication Studies
Computer Science
Diversified Liberal Arts
English
Environmental Studies
French
History
Interdisciplinary Humanities
International Relations
Latino Studies
Marine Science
Mathematics
Music
Nursing
Philosophy
Physics
Political Science
Psychology
Theological and Religious Studies
Sociology
Spanish
Urban Studies

Undergraduate Minors

Anthropology
Art
Biology
Chemistry
Communication Studies

Computer Science
English
Environmental Science
Environmental Studies
Ethnic Studies
French
Gender Studies
German
History
Information Science
Interdisciplinary Humanities
International Relations
Italian
Latino Studies
Marine Science
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Theatre Arts
Theological and Religious Studies
Urban Studies

School of Business Administration

Undergraduate Majors

Accountancy
Business Administration
Business Economics
Economics
Electrical Engineering
Industrial and Systems Engineering

Undergraduate Minors

Economics
Accountancy
Business Administration
Economics
Information Science

Certificate Programs

Paralegal Studies

School of Education

Undergraduate Majors

Elementary and Secondary Education
Special Education
Counselor Education

Undergraduate Minors

Leadership Studies
Special Education

Credential Programs

Multiple Subjects
Multiple Subjects/Bilingual Credential
Single Subject
Pupil Personnel Services
Special Education
Administrative Services
School Nurse

Certificate Programs

American Humanities

Hahn School of Nursing and Health Science

The Hahn School of Nursing and Health Science offers a major in nursing for Registered Nurses only, as well as numerous graduate degrees.

School of Law

The School of Law does not offer undergraduate degrees.

Preparation for Professional Programs

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

Dentistry
Foreign Service
Law
Medicine
Optometry
Pharmacy
Public Administration
Veterinary Medicine

Graduate Programs

The University of San Diego offers programs of study leading to advanced degrees in the following areas. Individuals interested in obtaining additional information about graduate programs should consult the *Graduate Bulletin*.

Business Administration
Comparative Law (J.D. or equivalent required)
Counseling
Curriculum and Instruction
Dramatic Arts
Leadership Studies
General Law (J.D. required)
History
International Business
International Relations
Marine Science
Marriage, Family and Child Counseling
Nursing

Pastoral Care and Counseling
Physical Therapy (beginning in 1998)
Practical Theology
Special Education
Taxation (J.D. required)
Teacher Education

Joint Degrees

Joint degrees are available in the following areas:
Nursing (M.S.N.)/Master in Business Administration (M.B.A.)
Law (J.D.)/Master in Business Administration (M.B.A.)
Law (J.D.)/Master of Arts in International Relations (M.A.)
Law (J.D.)/Master of International Business (M.I.B.)

REQUIREMENTS FOR MAJOR AND MINOR CONCENTRATIONS

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

GENERAL EDUCATION

Forty to fifty percent of the courses needed for the degree are in the area of General Education. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these General Education demands are completed by the end of the fourth semester.

MAJORS

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

Students exceptionally well qualified may fulfill the requirements of a double major. Units for courses which could satisfy the requirements in both majors can be counted only once.

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

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

MINORS

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

ELECTIVES

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

FACULTY ADVISOR PROGRAM AND PRECEPTORIALS

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

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

Transfer students often arrive at USD with intentions to major in a given area and are therefore assigned advisors in that major. For transfer students who have not decided upon a major, advising will be done for a period of time by the academic advisors at the Counseling Center, Serra Hall 300. Prior to their first semester, they meet with an advisor to initiate the advising process and to register for their classes. All students need to declare their major on a Declaration of Major form which is available in the Registrar's Office, Founders Hall 113.

Students who have not yet declared a major can be assisted by the Counseling Center's academic advisors. Appointments can be arranged. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; Wednesdays until 6:00 p.m. The telephone number is (619)260-4655.

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

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

APPLICABILITY OF NEW ACADEMIC REQUIREMENTS**Lower division requirements**

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

Upper division requirements

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

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

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

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

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

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelors degree upon candidates who satisfactorily complete the following:

1. 124 semester units of credit, with at least 48 units in upper division courses;
2. the General Education program;
3. a major concentration including at least 24 units of upper division work, and satisfying the requirements of the department/school in question;
4. a minor field, if one is required by the department/school in which one takes a major; a minor

field includes 18 or more units, at least six of which are in upper division courses and which require a grade point average of 2.0 with C- or better in those units;

5. maintain a grade point average of 2.0 or better in the total of college courses, in courses at USD, and in upper division courses in the major, and a grade of C- or better in 24 upper division units in fulfillment of the requirements for the major;
6. the residence requirement (completion of the final 30 semester units at the University of San Diego); and,
7. settlement of all financial obligations to the University.

GENERAL EDUCATION

The Foundations Curriculum

The Foundations Curriculum is the University of San Diego's General Education program for all its undergraduate students. It is the heart of every student's academic work at USD. Its overall theme might be said to be one of parallel responsibilities—the responsibility of the University to offer its students the opportunity to gain a set of skills and participate in common experiences that will entitle them upon graduation to be accepted into the ranks of educated men and women, and the corresponding responsibility of each student to take full advantage of that opportunity.

We have chosen to call the program “The Foundations Curriculum.” We believe the word “Foundations” is appropriate in at least three important senses:

1. Definition of a major goal of the curriculum, to provide a foundation in the basic knowledge any educated person will be expected to possess;
2. Development of a foundation for the study in depth that students will undertake when they choose a major field of interest for their upper division work; and
3. Provision of a foundation for learning as a living, growing process throughout one's entire lifetime.

The Foundations Curriculum is composed of three principal sections, each with its own curricular objectives. In turn, they are: the acquisition of Indispensable Competencies; the understanding of The Roots of Human Values; and the exploration of The Diversity of Human Experience. The specifics of the three sections of the Foundations curriculum and their particular requirements are as follows.

I. Indispensable Competencies

Goal: To insure that students have the threshold competencies necessary to pursue successfully their further studies and their career goals.

A. Written Literacy

1. At the lower division level, students must demonstrate competency in written expression either by successfully completing a three unit English course titled “Composition and Literature” or passing an examination in composition. The primary emphasis in the course will be on instruction

and practice in composition. Those students demonstrating competency without taking the “Composition and Literature” course are required to pass a literature course taught by the English Department to fulfill the literature requirement specified in Section III. A. below.

2. At the upper division level, students must demonstrate advanced proficiency in written English either by passing an upper division proficiency examination or by completing successfully an approved upper division writing course. These courses will be offered by various disciplines and can be identified by the suffix W in the course number.

B. Mathematical Competency

Students must demonstrate competency either by successfully completing a three- or four-unit course at or above the level of Mathematics 11 — College Algebra, or by passing an examination in mathematics.

C. Logic

Students must demonstrate competency either by successfully completing Philosophy 1, or a more advanced logic course, or by passing an examination in logic.

Note 1: The petition for graduation will be processed only if lower division Indispensable Competencies in General Education, Category I, have been fulfilled.

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

II. The Roots of Human Values

Goal: To examine the various systems of thought and belief with emphasis on the Judeo-Christian tradition and on problems of defining and acting upon ethical concepts.

A. Religious Studies

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

B. Philosophy

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

III. The Diversity of Human Experience

Goal: To foster a critical appreciation of the varied ways in which people gain knowledge and an understanding of the universe, of society, and of themselves and to provide an informed acquaintance with forces and issues that have shaped the present and are shaping the future.

A. Humanities and Fine Arts

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

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

B. Natural Sciences

Six units including three units from the Physical Sciences and three units from the Life Sciences. In addition, at least one of the courses must include a laboratory.

1. Physical Sciences

Chemistry
Environmental Studies 8, 10
Marine Science 1, 20
Physics
Engineering 2

2. Life Sciences

Biology
Environmental Studies 2
Marine Science 21

C. Social Sciences

Six units including three units in the behavioral sciences (Anthropology, Psychology, and Sociology) and three units in either Economics, Political Science, or Communication Studies (not required of nursing students).

D. Foreign Language

Third semester competency is required. Students may demonstrate competency either by successfully completing a third semester course in a foreign language or by passing an examination at that level. Candidates for the Bachelor of Science in Nursing degree need not fulfill the requirement in foreign language.

Note: Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a foreign language, see the Foreign Languages and Literatures section in this *Bulletin* for appropriate course placement.

GENERAL EDUCATION REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students meet the regular General Education requirements for a degree as shown above, with the following possible modifications:

A. Foreign Language Requirement for International Students

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English and whose high school education has been wholly or largely in the native language, have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean of Arts and Sciences a request for an official evaluation of their language background to ascertain whether USD's requirement is already met. In most cases, a verifying examination will be required.

B. English Requirements for International Students
International students are required to meet the University of San Diego's English requirement. Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll in a three-week session of intensive English language at USD prior to their first full semester.

ACADEMIC REGULATIONS

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

INTEGRITY OF SCHOLARSHIP

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards 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 of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. Acts of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course. Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include probation, a letter of censure, suspension, or expulsion. Full copies of the policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs and Academic Deans, in the *Faculty/Administrator Handbook*, and *Archways* (Undergraduate Student Handbook). Instructors also explain their expectations regarding academic integrity in their classes.

REGISTRATION

Registration takes place when the student completes the required advising and pays the required fees. No credit will be given in courses for which the student is not officially registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$60.00. (For registration procedures during Summer Sessions and Intersession, please refer to appropriate bulletins for these sessions.)

DECLARING OR CHANGING THE MAJOR

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

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment to their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. Students should declare their major as early as possible so that their advisors can guide them in the selection of appropriate courses. Students choosing to major in Diversified Liberal Arts, the



sciences, and in business administration should select those majors early in their academic career. Students majoring in engineering must consult an engineering advisor at the beginning of the freshman year.

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

Students contemplating a change of major concentration should also take advantage of the services of the Counseling Center located in Serra Hall 300. When a decision to change has been reached the student must complete the change of major form available at the Office of the Registrar, Founders Hall 113. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

STUDENT LOAD

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

The maximum student load in the 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 the University of San Diego and another college or university. Please refer to the section on Intersession for a complete discussion of these regulations.

DROPPING OR ADDING COURSES

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. Unofficial withdrawal from a course results in a grade of F. Students who change their class schedule after the session/semester begins will pay a fee of \$5.00 for each change of program form processed.

Program changes involving the addition of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

Dropping a course, without risk of academic penalty, will be allowed until the end of the tenth week of the semester. Withdrawal within that time limit will be recorded as W. After that date there is no possibility of withdrawal; the student will receive a grade for the course. A grade of W will not enter into the computation of the GPA.

WITHDRAWAL FROM THE UNIVERSITY

A student withdrawing from the University during a semester or for a future semester must file an official Notice of Withdrawal/Leave of Absence form with the Office of Student Affairs. 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 nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution.

A student whose registration at the University is interrupted for one or more semesters must make application for re-admission, unless a leave of absence has been granted in writing.

LEAVE OF ABSENCE

A student who will not be registered at the University during a regular semester, but would like to return without applying for re-admission should request a leave of absence by filing the official Notice of Withdrawal/Leave of Absence form with the Office of Student Affairs. The request must state the reason for which the leave is requested and the semester in which the student will again register at the University. Requests for leaves of absence must be approved by the dean of the appropriate school or College. Leaves of absence are not normally granted to students in the probationary or disqualification status.

AUDITING

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

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

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

ATTENDANCE

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

EXAMINATIONS

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final exami-

nations 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% 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 in the first few pages of this *Bulletin*). Students should check with the dean for fees and locations for the examinations. No academic credit will be given for these examinations.

CREDIT BY EXAMINATION

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Counseling Center, Serra Hall 300.

GRADE REPORTS

Grade reports are mailed to students at the end of each semester.

PASS/FAIL OPTION

Students in good academic standing, that is, with grade point average of 2.0 at the University of San Diego and cumulatively, may elect to enroll for courses on the pass/fail plan. All students who wish to exercise the pass/fail option must have prior authorization from their advisor. The following regulations apply:

1. Lower division students must have successfully completed at least 12 units at this University;
2. If the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis;
3. Students may take Intersession and Summer Sessions courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);
4. Major courses (and major prerequisites) are excluded;
5. Courses required for any state teaching credential are excluded;

6. Certain advanced or highly specialized courses may be excluded by departments acting in concert;
7. Research and reading courses, performance and independent study courses and courses not lending themselves to specific grading practices may, by determination of the faculty, be included;
8. All courses designated as "activity" courses may be pass/fail (at faculty determination, not students);
9. There will be no change from pass/fail to grade or vice-versa after the regular add period;
10. The course, quiz, paper, examination, and attendance requirements for pass/fail students will be the same as for students receiving a letter grade;
11. Pass requires C- grade or better;
12. Pass does not affect grade point average; Fail does affect grade point average;
13. A course taken on a pass/fail basis may only be repeated as a pass/fail course;
14. A course in which D or F is received may not be repeated on pass/fail basis but may be repeated for a grade;
15. For first honors or second honors consideration, 12 semester units must be earned in which traditional grades are issued;
16. A student wishing to major in a field in which he or she previously earned pass/fail credit may, with departmental permission, select another course to fulfill the requirement; and,
17. A maximum of 30 pass/fail units is applicable to the fulfillment of degree requirements. However, in the Electrical Engineering (EE) major, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain General Education elective courses requires prior approval of the EE program director and may be utilized for a maximum of 21 units of required elective General Education course units.

GRADING SYSTEM

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

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

Grade points are assigned to the above grades as follows: A=4 points per unit; B=3 points per unit; C=2 points per unit; D=1 point per unit; F=0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes. (A plus will not affect the grade points for A grades.)

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but for a legitimate reason, a small fraction of the work remains to be completed and the record of the student in the course justifies the expectation

that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete prior to the posting of final grades. The Incomplete grade is not counted in the computation of the grade point average for the semester for which the Incomplete grade was authorized.

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

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

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

In computing the grade point average of an undergraduate student who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first ten units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the Registrar when a course is repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The grade point average (GPA) is computed by dividing the total grade points by the total units attempted.

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 six units of combined practicum, field experience and/or internship taken within the College of Arts and Sciences can be applied to the 124 unit degree requirement, 48 unit upper division requirement, and/or upper division requirements in the student's major. Only students eligible for upper division credit (second semester sophomore standing) will be allowed to register in these

courses. The University neither gives nor accepts transfer credit for prior experiential learning. Other restrictions (that is, junior and/or senior standing) are at the discretion of the department.

SCHOLASTIC PROBATION AND DISQUALIFICATION

A student will be placed on scholastic probation if:

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

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

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

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

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

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

HONORS

At the end of each semester, each dean publishes the names of full-time (12 units or more) honor students. Those with a GPA of 3.65 or higher receive First Honors; those with 3.33 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 GPA, covering all collegiate work attempted: a) for Summa Cum Laude, 3.85 or higher; b) for Magna Cum Laude, 3.65 to 3.84; and c) for Cum Laude 3.46 to 3.64.

The senior with the highest academic average in all college courses, provided that at least half of the degree work has been at the University of San Diego, will give the valedictory address at graduation. Also presented at graduation are the Alcalá Leadership Awards to two outstanding seniors.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership

in Kappa Gamma Pi, the National Honor Society for Catholic College Women and Men. No more than ten percent of the seniors may be awarded this honor.

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to a number of students who have shown exceptional attainment in academic and other areas of university life. Departmental honors are awarded to seniors who have maintained a grade point average of 3.5 in upper division courses in their major.

GRADUATION PETITION AND PARTICIPATION

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

Seniors graduating in August may participate in the previous May ceremony provided that: 1) they take their remaining courses in USD's Summer Sessions; and 2) they 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. **There will be no exceptions for any reason whatsoever.** August graduates who wish to take courses elsewhere (after procuring the appropriate waivers) may do so, but they may not participate in the May ceremony. (Note: Summer courses taken in USD's own program in Guadalajara meet the requirement for courses taken at USD.)

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

UNIT AND GRADE POINT REQUIREMENTS

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

Of the 124 units required for graduation, 48 must be in upper division courses, that is, those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper division courses for upper division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases, the approval of the department chair must be filed, in writing, in the Office of the Dean of the College of Arts and Sciences.

CLASS STANDING

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

RESIDENCE REQUIREMENT

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

To satisfy the requirements for a degree, students must earn a minimum of the final 30 semester units of credit at the University of San Diego. This residence requirement is rarely waived and then only for exceptional educational reasons.

TRANSFER OF CREDIT

Academic courses from other accredited institutions are normally transferable if the grades are C or better, and if the institution from which the grades were received is USD-approved. However, students should note that the University of San Diego has full discretion concerning which credits are applicable to its curricula and are therefore transferable. In addition to transcripts, students may need to provide documentation of courses taken.

A course will not be accepted if it duplicates work (that is, repeats essentially the same content) taken at the University of San Diego, except in cases where a grade of D or F was received in the University of San Diego course. Students should be aware of the requirement to take a second semester language course at USD (or pass a USD placement test that demonstrates language II proficiency) before petitioning for transfer of credit.

Students also should be aware that the General Education requirement in Human Values may be affected by the number of units transferred at entry to USD. No student will be required to take more than one religious studies and one philosophy course per year or partial year of residence at the University (this exception does not

affect the logic competency requirement).

Students of the University who wish to take courses at other institutions should obtain advance written approval of their advisor, the department chair in the comparable department in which the course is being taken and the dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

TRANSCRIPTS

Any student may request one official transcript of his or her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

THE ACADEMIC RECORD

The *Academic Record* is a computerized version, or "road map," of courses or requirements that a student has fulfilled and a listing of those yet to be accomplished. Each semester, an automatically updated version of the *Academic Record* will be made available to the student. A duplicate copy will be provided to the student's advisor. The *Academic Record* will aid both student and advisor in keeping track of the student's progress at USD semester by semester.

Further information concerning the *Academic Record* can be found in the annual publication entitled *Undergraduate Student Advising Handbook*. Details concerning the University's class reservation process are also found in the same handbook, copies of which are available from the Office of the Registrar, Founders Hall 113.

COURSE NUMBERING SYSTEM

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

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299 (see *Graduate Bulletin*); professional courses for the School of Education are numbered in the 300's and 400's (field placement courses); professional courses in the Hahn School of Nursing and Health Science are numbered in the 100 series (field placement courses); doctoral level courses are numbered in the 600 series. The letter W designates a course which fulfills the upper division writing requirement. Laboratory course numbers are followed by an L. The letter H following a course number indicates an Honors course. This designation is used for particularly demanding courses offered as part of the Honors Program. In the School of Education, courses with an S are secondary education courses; those with an E are elementary courses.

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.

HONORS PROGRAM

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

In the freshman year, incoming honors students enroll in an honors preceptorial in the Fall semester, and an honors section of a lower division General Education course in

the Spring. During their sophomore and junior years, honors students enroll in at least two upper division, team-taught interdisciplinary courses. These courses, which change yearly, represent the Honors Core Curriculum. In the senior year, students in the Honors Program work on an independent research project in the Fall semester and, in their final semester, participate in a senior honors colloquium in which they share the results of their research with fellow honors students and the honors faculty.

Additional information about the Honors Program may be obtained by writing to the Director of the Honors Program.

NAVY R.O.T.C.

In the Fall of 1981, the Secretary of the Navy announced the establishment of a joint Naval Reserve Officers Training Corps (NROTC) Program at the University of San Diego and San Diego State University. The University of San Diego is the host institution for the administration of the NROTC unit.

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

PROGRAMS

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

SCHOLARSHIP STUDENTS

Four-year Scholarship Program students are selected on the basis of a highly competitive annual national selection. Selectees are enlisted in the Naval Reserve, appointed midshipmen in the USNR, and provided tuition, fees, uniforms, and textbooks for four years at government expense. In addition, they receive subsistence pay and summer active duty pay which amounts to approximately \$1,700 each year. 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 baccalaure-

ate 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 Naval Reserve or as Second Lieutenants in the Marine Corps Reserve after which they serve with the respective service. The minimum period of active duty is four years, followed by four years of inactive reserve status.

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

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

COLLEGE PROGRAM STUDENTS

The College Program is designed for freshmen who desire to qualify for a commission in the Navy or Marine Corps while pursuing normal courses of study, and have not been accepted into the Scholarship Program. They have the status of civilians who have entered into contract with the Navy. All College Program students must be admitted to advanced standing by the Chief of Naval Education and Training at the end of their sophomore year in order to continue in the program. They enlist in a component of

the Naval Reserve and receive subsistence pay of \$150 each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the Naval Reserve, or as Second Lieutenants in the Marine Corps Reserve, and are ordered to active duty for three years and inactive reserve status for five years.

College Program students may compete each year for scholarships granted by the Chief of Naval Education and Training. If selected, they will be appointed to scholarship status with the attendant benefits and pay.

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

ACADEMIC REQUIREMENTS FOR SCHOLARSHIP STUDENTS

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

1. Naval Science requirements

Freshman Year

Introduction to Naval Science (NS 11)

Seapower and Maritime Affairs (NS 22)

Sophomore Year

Leadership and Management I (NS 141)

Naval Ships Systems I (Engineering) (NS 12) (Navy Option only)

Junior Year

Navigation and Naval Operations I and II (NS 131 and NS 132) (Navy Option only)

Evolution of Strategic Operations (NS 133) (Marine Option only)

Senior Year

Naval Ships Systems II (Weapons) (NS 21) (Navy Option only)

Amphibious Operations (NS 143) (Marine Option only)

Leadership and Ethics (NS 142)

2. Other courses required by U.S. Navy

Calculus (1 year)*

Computer Science (1 semester)*

Physics (calculus based) (1 year)*

English (1 year)*

National Security Policy or American Military History (1 semester)

*Navy Option only

See Naval Science course descriptions under the Naval Science Department near the end of this *Bulletin*.

OTHER R.O.T.C. PROGRAMS

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

AIR FORCE R.O.T.C.

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

AFROTC offers a four- or two-year Air Force Reserve Officer Training Corps program designed to develop officers who have a broad understanding and high growth potential. For qualified students, two- to four-year scholarships are available in certain areas on a competitive basis. Scholarships may be applied toward tuition, various laboratory, textbook, and incidental fees, plus a monthly non-taxable \$150 allowance during the academic year. Cadets participate in dialogues, problem solving, and other plan-

ning activities designed to develop leaders and managers. All course work is done at San Diego State University, with the exception of field trips and one Field Training encampment conducted at a military base.

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

USD students enroll in aerospace classes by registering for these courses in the SDSU College of Extended Studies. There is no advance application needed for the one-unit freshman or sophomore (AS100/200) courses.

However, an orientation program, held just prior to the start of the Fall semester, is recommended. It is designed to give new cadets a broad, realistic introduction to Air Force officer training and provide them with helpful, important information on meeting academic requirements.

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

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

ARMY R.O.T.C.

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

The Army ROTC program consists of one course per semester along with one leadership laboratory period per week. The four-year program is divided into two parts. The

Basic Course is taken in the freshman and sophomore years. No military commitment is incurred during this time. After completing the Basic Course, students who have demonstrated officer potential and have met physical and scholastic standards are eligible to enroll in the Advanced Course taken in the final two years of college and consisting of outlined military science and designated enrichment courses. Some students who have previous military service can receive constructive credit for the Basic Course. Upon graduation, students can enter the Army on active duty, Reserves, or the National Guard.

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

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

INTERSESSION

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

The Intersession class schedule may be obtained at the Special Sessions Office (Founders Hall 108) which administers Intersession. Students must have their advisor's signed permission to register and must pay in full at the time of registration unless using the Telephone Reservation System. Students using the Telephone Reservation System must pay by the deadline given on the phone recording. Note that the Refund Policy for Intersession is different from that of the Fall and Spring semesters. Credit cards are not accepted for tuition, room and board, or fee payments.

SUMMER SESSIONS

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, 4 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.

The Summer Sessions class schedule may be obtained at the Special Sessions Office, Founders Hall 108. Students must have their advisor's signed permission to register and they must pay in full at the time of registration

unless using the Telephone Reservation System. Students using the Telephone Reservation System must pay by the deadline given on the phone recording. Note that the Refund Policy for Summer Sessions is different from that of the Fall and Spring semesters. Credit cards are not accepted for tuition, room and board, or fee payments.

SUMMER PROGRAM IN GUADALAJARA, MEXICO

In cooperation with the Universidad del Valle de Atemejac in Guadalajara, the University of San Diego conducts a Summer Session in Guadalajara, Mexico. The Program is open to undergraduate or graduate students regularly enrolled and in good standing at USD or another university.

Course offerings include Spanish language at all levels, and may include Latino Studies and literature, art, education, anthropology, history, business, political science, and cross-cultural studies. Instruction is in either English or Spanish. No previous Spanish study is required.

Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Folk dancing, guitar, and art classes are available as extra-curricular activity. For further information, contact USD Guadalajara Summer Session at (619)260-4598 or visit the Study Abroad Office, Founders Hall 106.

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

OTHER INTERNATIONAL STUDY ABROAD PROGRAMS

USD undergraduates may apply for a variety of study-abroad programs. Several such programs, listed below, are directly affiliated with the University. Students who wish to study abroad on either a USD-affiliated program or in a program not affiliated with USD must have a cumulative GPA of 2.75 or higher (Oxford, Freiburg, and the Science Programs require 3.0) prior to making application to the program of choice. Further information and application materials may be obtained from the Study Abroad Office, located in Founders Hall 106, or the appropriate Program Coordinator.

PROGRAM IN FLORENCE, ITALY

Qualified USD sophomores and juniors may study for either one or two semesters at the Scuola Lorenzo de' Medici in Florence, Italy. Students must have completed a minimum of two semesters of college-level study in Italian before the time of their participation. This USD-affiliated program centers around intensive study in Italian language; a full course-load can also include work in Italian literature, history, music and society, as well as in art history and visual arts — the last two subjects offered at the Art Institute of Florence.

Only students who have been formally approved by USD for enrollment in the program may earn University of San Diego credit for their course work.

PROGRAMS IN AIX-EN-PROVENCE AND AVIGNON, FRANCE

By association with the Institute for American Universities (IAU), USD offers a choice of French study programs at two locations: Avignon and Aix-en-Provence. Both cities are situated in southern France near the Riviera. The area abounds in historical, cultural, and artistic treasures, from the Roman and medieval eras to more recent times, with works of Impressionist and early Modern painters represented in local museums. Paris is a mere four hours away with the TGV (Train à Grande Vitesse).

The Avignon program, where all courses are taught in French, demands a good background in the language, the equivalent of at least two years in college. This program, housed in a renovated 14th century chapel, meets the specific needs of French majors. In Aix-en-Provence, where the program is located in a restored 17th century chapel, French is a prerequisite, but students with less background in French may attend. The curriculum includes two French courses per semester, with the balance to be chosen from among an array of offerings, both in French and English, that can meet USD General Education requirements in a variety of disciplines.

At both sites, qualified students may attend the local French university. Recommended housing, arranged by IAU, is with French families, but independent housing is also available.

PROGRAM IN NAGOYA, JAPAN

USD, in association with the Institute for Asian Studies, offers a program at Nanzan University in Nagoya. Students must have completed a minimum of two semesters of Japanese language.

Nanzan University offers a strong program in Japanese language and culture as well as selected offerings in business.

Students are housed in residences affiliated with the Universities or with Japanese families.

PROGRAMS IN OXFORD, ENGLAND

The University of San Diego maintains two Study Programs in Oxford, England, for which qualified students may enroll for either one semester or a full academic year. The Programs are offered by special arrangement with St. Clare's Hall and with the Centre for Medieval and Renaissance Studies. Both are private institutions of higher education located in the city of Oxford. The Oxford Study Programs, open to all University of San Diego students, are primarily focused in the humanities and social sciences. Only students who have been formally approved by USD

for enrollment in either program may earn University of San Diego credit for their course work. Students intending to participate in either Program should have attained sophomore or junior standing and have an overall grade point average of 3.0.

PROGRAM IN TOLEDO, SPAIN

The University of San Diego, in cooperation with the José Ortega y Gasset Foundation Research Center for Iberian and Latin American Studies, offers a one-semester or full-year program in Toledo, Spain. The campus is housed in the San Juan de la Penitencia Residence, a fully-renovated 16th century convent located within walking distance from the center of Toledo. It is in the neighborhood of several major historic sites, including the home and museum of El Greco, and attracts students from Latin America as well as the U.S.

The academic program combines regular and research courses in Spanish language and literature, the humanities and the social sciences, taught mainly in Spanish. Emphasis is also given to art history. Students intending to participate in the program should have attained sophomore or junior standing, and have completed Spanish IV or its equivalent.

PROGRAM IN MADRID, SPAIN

Through USD's affiliation with Syracuse University, students who have completed the equivalent of two semesters of college Spanish may take a one-semester or a full-year course of study at the SU Madrid Center in Spain. Qualified students may also opt for direct placement at a Spanish university.

The SU Madrid Center curriculum offers a wide variety of courses taught in both English and Spanish, as well as internships and field studies with domestic or international companies or institutions. Because language study is integral to understanding a new culture, participants are required to take six credits of Spanish language or literature.

Housing in Madrid is with host families, arranged by the SU Madrid Center.

PROGRAM IN FREIBURG-IM-BREISGAU, GERMANY

USD, under the auspices of the Institute for European Studies (IES), offers two programs in Freiburg-im-Breisgau, Germany. Students must have completed a minimum of two semesters of college-level German and an introductory course in microeconomics before the time of their participation.

In the proximity of Brussels and Strasbourg (seat of the European Parliament), Freiburg is ideally located for the European Community Program. The curriculum focuses on the study of the economic, political and historical development of the Common Market. Instruction is in English and classes are held at the Institute. Students are housed in a dormitory owned by the IES.

The German Program offers courses in modern German history, art history, political science, economics, and German language and literature. All instruction is in German. IES students are concurrently enrolled at the Albert-Ludwigs-Universität (University of Freiburg). The latter offers courses in a vast array of fields in arts and sciences to qualified students. Two hours of tutorials supplement two hours of course work for selected university courses. Students are housed along with German students in university residence halls.

SCIENCE PROGRAM IN LONDON, ENGLAND

The University of San Diego offers a one-semester or full-year program in London, England for qualified science, mathematics, and computer science majors. The program is offered by special arrangement with Queen Mary and Westfield College, a full-service university within the greater University of London system. The campus is located a few miles east of central London within convenient reach of theatres, museums, and entertainment venues.

This program is open only to students majoring in one of the sciences, mathematics, or computer science. In addition to fulfilling major requirements, students will normally take one or more approved courses in the arts, humanities, or social sciences. Students intending to participate in the program should have attained sophomore or junior standing and have an overall grade point average of 3.0. Students are housed on campus in modern dormitory facilities, within easy walking distance of frequent public transport.

ENVIRONMENTAL FIELD STUDIES PROGRAM

USD, in association with the School for Field Studies (SFS), offers semester and summer course programs for qualified students majoring in the environmental and marine sciences, and related disciplines, at SFS field study sites worldwide. Students may choose to study in Baja, California, in Queensland, Australia, in Costa Rica, on Vancouver Island, or in the Turks and Caicos Islands. Depending on the site that is chosen, students have the opportunity to analyze such challenging problems as preserving ecosystems, balancing economic development and conservation, or managing and maintaining wildlife, agricultural, and marine resources. Science, policy, and resource management course work is integrated with practical field experience and directed research in addressing the environmental issues pertinent to the locale chosen.

Students intending to participate in the program should have attained sophomore or junior standing and have an overall grade point average of 3.0.

Students are housed in dormitory facilities on-site, and are expected to join in with daily household duties.

College of Arts and Sciences



THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of the University of San Diego. The intellectual disciplines within Arts and Sciences assist students in developing a coherent, integrated, and rich world view. Students in the College spend their undergraduate years discovering themselves as individuals, probing the commonalities of our lives on this planet, and deepening their appreciation of the sacred. In all disciplines in the College, the meanings of life are explored in all its forms and processes. Likewise, each intellectual discipline in the College reflects a sense of community by involving students in a network of scholars. Many areas in Arts and Sciences immerse students in intensive study of the patterns of human, social and cultural organization. In addition, all curricula in the College emphasize higher order cognition and the centrality, precision, and integrity of written and oral communication.

The intellectual vitality of Arts and Sciences is manifested at three levels:

1. Exposure to the most current information on our complex social and physical worlds;
2. Cross-disciplinary integration of methods and perspectives; and,
3. Rigorous application through writing, research, oral communication, creative expression, and personal-career development.

Arts and Sciences faculty, then, are dedicated to a cooperative effort with students to construct knowledge from information, to shape wisdom from knowledge, and to secure competence that is united with conscience and a sense of values. Success will be evidenced in a renewed wonder at life, increased self-discipline, and a more refined sense of the potential of community.

ADMINISTRATION

Patrick F. Drinan, Ph.D.
Dean

James O. Gump, Ph.D.
Associate Dean

Angelo R. Orona, Ph.D.
Director, Anthropology

Lisa A. M. Baird, Ph.D.
Chair, Department of Biology

Thomas R. Herrinton, Ph.D.
Chair, Department of Chemistry

Carole E. Logan, Ph.D.
Chair, Department of Communication Studies

Fred M. Robinson, Ph.D.
Chair, Department of English

Marilyn Bennett, Ph.D.
Chair, Department of Fine Arts

Kimberly A. Kowalczyk, Ph.D.
Chair, Department of Foreign Languages and Literatures

Iris H. W. Engstrand, Ph.D.
Chair, Department of History

Hugh I. Ellis, Ph.D.
Director, Marine and Environmental Studies Programs

Luby Liao, Ph.D.
Chair, Department of Mathematics and Computer Science

Jack S. Crumley II, Ph.D.
Chair, Department of Philosophy

Ray H. White, Ph.D.
Director, Physics Program

Randy Willoughby, Ph.D.
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James M. Weyant, Ph.D.
Chair, Department of Psychology

Joseph A. Colombo, Ph.D.
Chair, Department of Theological and Religious Studies

Fr. Ronald A. Pachence, Ph.D.
Director, Graduate Programs, Department of Theological and Religious Studies
Director, Institute for Christian Ministries

Anne Hendershott, Ph.D.
Chair, Department of Sociology

ANTHROPOLOGY

Angelo R. Orona, Ph.D., Program Director
 Alana K. Cordy-Collins, Ph.D.
 Rose A. Tyson, M.A.
 Franklin A. Young, Ph.D.

THE ANTHROPOLOGY MAJOR

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of USD's Anthropology Program demonstrate this holisticity by focusing on the concept of culture and the fact of human biology. Analytical studies of human behavior contribute temporal and cross-cultural comparative perspectives to the larger body of scientific inquiry, thus grounding the student in fundamental concepts. As the holistic discipline of being human, Anthropology has application for all fields of endeavor. Courses in Anthropology are particularly suitable for students interested in international business, resource management, environmental concerns, teaching, educational administration, public service, and archaeology.

The major program in Anthropology will (1) prepare the interested undergraduate for graduate studies in Anthropology and, (2) provide a sound background for all humanistically-related vocations.

Upon completion of 12 semester units of Anthropology with a 3.0 or better GPA, students are eligible to join the Gamma Chapter of Lambda Alpha, the National Collegiate Honor Society for Anthropology. Resources of the Anthropology Program include the Anthropology Museum and the David W. May Indian Artifacts Collection.

Required preparation

Anthropology 10, 20, and 30

Major requirements

24 units of upper division course work chosen in consultation with the advisor, including the following:

1. One physical anthropology course (Anthropology 110, 111, 112, 113)
2. One ethnology course (Anthropology 122, 125, 126)
3. One prehistory course (Anthropology 130, 132, 134, 138)
4. Two methods courses (Anthropology 146, 149W)
5. One topical course (Anthropology 150, 160, 161, 162, 168, 170, 181)
6. Anthropology 190: Senior Seminar
7. One anthropology elective course

THE ANTHROPOLOGY MINOR

Anthropology 10, 20, 30, and nine upper division units.

All Anthropology courses may be used to satisfy General Education requirements in the Social Sciences (behavioral sciences) area.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Anthropology. The specific requirements for the teaching credential differ from general requirements for the Anthropology major. Students should consult the program director.

INTRODUCTORY COURSES

10 Introduction to Physical Anthropology (3)

An investigation of the nature of humankind, including the history of evolutionary theory, the fossil record, dating techniques, primate evolution and behavior, and human heredity, variation, and adaptation.

20 Introduction to Cultural Anthropology (3)

An introduction to the character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples; techniques of fieldwork; current problems and applications.

30 Introduction to Archaeology (3)

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of the development of archaeological research in Old and New World areas.

50 The Ancient Dead (3)

An examination of how archaeologists and physical anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork. Basic skeletal and artifact identification is taught through a hands-on approach examining actual osteological and artifactual materials, coupled with laboratory and archaeological field trips, classroom lectures, assigned readings, group discussions, and computer simulations.

UPPER DIVISION COURSES

100 Cultural Anthropology (3)

A course designed for the non-major that surveys the nature of culture as the matrix of social behavior. Discussion of aboriginal economic systems, social organizations, law, religious systems, educational processes, folk medicine, ethnographic studies and methods.

101 Ice Age Ancestors (3)

We humans have a passion for connectedness; to know who our predecessors were. This course is designed to pursue this enthusiasm through an exploration of the remarkable events in the cultural and physical evolution of our most direct ancestors, the people of the last Ice Age. In this course, we examine the question of Neanderthals:

were they a species apart from our own, or do we carry their genetic material along with that of the "anatomical moderns" whom we most closely resemble. Our Ice Age ancestors truly were remarkable, and much of what we do today is possible only because of them. This course is designed to connect us all. (This course is also offered as an Honors Course: 101H) Prerequisite: Anthropology 10 and 30, or consent of instructor.

PHYSICAL ANTHROPOLOGY COURSES

110 Human Evolution (3)

An examination of early development and current knowledge about origins of modern humans and their relationships to the Neanderthals. Examples from contemporary literature will be analyzed in light of recent scientific reconstructions. Prerequisite: Anthropology 10 or consent of instructor.

111 Primatology (3)

An introduction to the study of nonhuman primates: prosimians, New World monkeys, Old World monkeys, and apes. The course focuses on primate behavior and how it relates to the study of human biocultural evolution. Of special concern are the relationships and adaptations of the primates to varied environments. The primate collection at the San Diego Zoo will be an integral part of the course. Various observational and data collecting techniques will be employed in zoo projects. Prerequisite: Anthropology 10 or consent of instructor.

112 Paleopathology (3)

An introduction to the study of ancient human pathologies through the study of bones and mummies. The course will focus on how the human skeletal system adapts to trauma, disease organisms, and environmental conditions, such as diet, climate, temperature, soil, and water. Basic skeletal anatomy and other osteological techniques such as age and sex determination will be an essential part of the course. Current problems in epidemiology will be examined in relation to diseases of the past. Prerequisite: Anthropology 10 or consent of instructor.

113 Forensic Anthropology (3)

A survey of the techniques used by forensic anthropologists to assist in the identification of human skeletal remains. The course will focus on learning how to tell human from animal bones, sex identification from the skeleton, age estimation from bone and teeth, stature estimation from measurements of limb bones, and occupational inferences from stress marks on bones. Prerequisite: Anthropology 10 or consent of instructor.

ETHNOLOGY COURSES

122 South American Indian Cultures (3)

A survey of the aboriginal populations of South America; origins and culture types; development of civi-

lization as revealed by archaeology and colonial writings. Prerequisite: Anthropology 20 or consent of instructor.

125 Pacific Cultures: Australia and Melanesia (3)

This course examines both the prehistory and traditional cultures of the aboriginal inhabitants of Australia and Tasmania, along with the Melanesian cultures of New Guinea and adjacent archipelagoes in the southwestern Pacific region. Additionally, the geological foundations and physical geography underlying these cultures will be discussed. Prerequisite: Anthropology 20 or consent of instructor.

126 Pacific Cultures: Micronesia, Polynesia (3)

The far-flung traditional cultures of Micronesia and Polynesia, located principally in the heart of the Pacific Basin, will be surveyed and analyzed in terms of their political, social, religious, economic, and linguistic patterns. Included, too, will be coverage of the physical geography and prehistory of these cultures. Prerequisite: Anthropology 20 or consent of instructor.

ARCHAEOLOGY COURSES

130 Southwestern Archaeology (3)

This course examines the development and changing face of human adaptation in the southwestern part of North America since the earliest human occupations. It emphasizes views based on archaeological evidence. The course seeks to highlight the diversity of environmental zones and shifting strategies of resource utilization seen in the region that date from prehistoric times to the end of the 19th century. Prerequisite: Anthropology 30 or consent of instructor.

132 Mesoamerican Archaeology (3)

An introduction to the remarkable accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the impressive achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. The course is especially concerned with transition periods that resulted from catastrophic collapses of cultural systems. Prerequisite: Anthropology 30 or consent of instructor.

134 South American Archaeology (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon the artistic, ideological, social, and economic aspects of the Cupisnique, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic Andean society are examined from a processual viewpoint. Prerequisite: Anthropology 30 or consent of instructor.

138 Nautical Archaeology (3)

An introduction to the practice of doing archaeology underwater. The course examines maritime-based civiliza-

tions and their impact on other societies, and emphasizes the role of the ship in exploration, discovery, contact, trade, and warfare. Prerequisite: Anthropology 30 or consent of instructor.

METHODS COURSES

140 Introduction to Museology (3)

This course combines theory, practice, and critique. It presents the history of museums, the development of curation and conservation practices, and the theory of exhibition design. It incorporates a hands-on approach using the resources of USD's David W. May Indian Artifacts Collection. Field trips to local museums are a requisite of the course.

142 Exhibition Design and Installation (3)

In this course students will research, design, and install an exhibition in the David W. May Indian Gallery (Founders Hall 102). Utilizing the 1,600+ object David W. May Indian Artifacts Collection, students in the course will select an exhibit theme, determine the objects to be included, conduct library background research, write label copy, design the cases and case furniture—including graphics, install the exhibit, and orchestrate the exhibit opening (poster, invitations, catering, and entertainment). Prerequisite: Anthropology 140. Recommended: Anthropology 130, Art 139, 140 and/or 141.

146 Ethnographic Field Methods (3)

A fieldwork course that applies standard ethnographic methods of participant/observation and interviewing techniques, life history studies, demographic method, genealogical method, and etic-emic distinctions. No library work required. Student initiates individual field research projects using ethnographic techniques. Prerequisite: Anthropology 20.

149W Writing Anthropology (3)

Anthropologists write using a variety of formats, but two are especially critical: professional publication (books and journals) and grant proposals (both for funds and fellowships). Students in this course will learn to communicate effectively in both formats following guidelines established by the American Anthropological Association and various funding agencies such as the National Science Foundation. Students are expected to present a paper and poster at USD's annual Undergraduate Student Research and Internship Conference. Prerequisite: Anthropology 10, 20, or 30.

TOPICAL COURSES

150 Kinship and Social Organization (3)

This course examines the kinship systems mainly of non-western societies; organization of social life; marriage regulations and kinship role patterns; and methods of kinship analysis. Prerequisite: Anthropology 20.

160 Primitive Religion (3)

An examination of the elements, forms, and symbolism of religion among primitive peoples; role of religion in society; anthropological theories of belief systems. Prerequisite: Anthropology 20.

161 Shamans, Art, and Creativity (3)

This course investigates the phenomenon of art in human society from earliest times to the present. It considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Balinese of Indonesia, and the Tungus reindeer herders of Siberia. Prerequisite: Anthropology 149W.

162 Artisans of the American Southwest (3)

This course examines the artistic production of the indigenous people of the American Southwest before and after contact with Europeans. Emphasis is placed on the important technologies of ceramic, weaving, and metallurgical traditions. Attention also focuses on clan and lineage ownership of styles and techniques. Prerequisite: Anthropology 20 and 30, or consent of instructor.

168 Pacific Basin Culture Change (3)

Theories of cultural contact, cultural change, and assimilation will be examined as they apply to the record of European contact with Pacific cultures, starting with Magellan and continuing through the present. Special attention will be given to recent and contemporary movements by indigenous peoples as they attempt to regain control of their traditional cultures. Prerequisite: Anthropology 20. Recommended: Anthropology 125 and 126.

170 Comparative Society (3)

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; strategies of ethnographic fieldwork, concept formation, and research design. Prerequisite: Anthropology 20 or consent of instructor.

181 Antiquities: Who Owns the Past? (3)

Who does own the past? That question is the central theme of this course. The black market in antiquities is a multimillion dollar a year business despite the attempt of most countries to stake legal claim to their 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 (e.g. the British Museum's Greek marble statuary). Prerequisite: Anthropology 149W and an Ethics course.

SPECIAL TOPICS COURSES**190 Senior Seminar (3)**

A capstone course wherein senior students demonstrate their comprehension of, and ability in the discipline by developing an innovative topic. Seniors may elect to prepare the thesis from a wide range of approaches, depending upon the specific interests of each individual in the course. Examples of acceptable approaches include a video documentary, a museum installation, a college curriculum design, etc. Prerequisite: Anthropology 149W.

194 Issues in Anthropology (3)

Critical discussions with regard to major theoretical issues confronting the various subdisciplines of anthropology. May be repeated for credit if topic differs. Prerequisite: Consent of instructor.

196 Research (3)

A project developed by the student, in consultation with an instructor, which produces new knowledge for the discipline. Evidence of accomplishment might include a

potentially publishable paper. The research may be conducted in the laboratory, field, or library. Prerequisite: Anthropology 149W.

198 Internship (1-3)

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, The Health Alliance Foundation, a cultural resource management company, the Office of the San Diego County Archaeologist, CALTRANS, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Anthropology Program. Prerequisite: Consent of program director.

199 Independent Study (1-3)

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established anthropology courses. Prerequisite: Consent of instructor and Program Director.



Sally E. Yard, Ph.D., Coordinator, Art History
Saba Oskoui, M.F.A., Coordinator, Visual Arts
Derrick Cartwright, Ph.D., Director, Founders Gallery
John Halaka, M.F.A.
Duncan McCosker, M.F.A.
David B. Smith, SMVisS

THE ART MAJORS

Students majoring in Art must select an emphasis in either the Visual Arts or Art History. Students may also elect to fulfill the requirements for a double major in Art History and the Visual Arts.

VISUAL ARTS

The 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: ceramics, computer art, drawing, painting, photography, sculpture, and visual communications. Art majors who are considering graduate studies in the Visual Arts are encouraged to complete a minor in Art History.

Preparation for the Visual Arts Emphasis

Art 1, 2, 3, 4, 33 and 34.

Upper Division Requirements

Within the 31 upper division Visual Arts units required for the major the student must successfully meet

the following requirements:

- Select an area of specialization and complete a minimum of three upper division courses (9 units) and their prerequisites, in at least one of the sub-disciplines listed above. (Please note that Art 8 can be used to satisfy one of the three course requirements for the computer art sub-discipline.)
- Complete Art 134 – History of Contemporary Art.
- Participate in a Junior Review during the second semester of the junior year.
- Complete Art 195 – Senior Thesis.
- Students must take at least one upper division course in chosen area(s) during their senior year.

The Single Subject Teaching Credential

The credential, developed in cooperation with the School of Education, qualifies a student with a Bachelor of Arts degree in Art to teach kindergarten through twelfth grade art in the California public schools. Interested students must see the Art Coordinator early in their program planning in order to fulfill the requirements leading to this certificate. Courses marked with an asterisk (*) are required for the credential. Additional course requirements may be necessary.

ART HISTORY

Art History majors choose one of three subdisciplines:

- Art History (general)
- Art Administration
- Art in the Public Sphere

Each student with an Art History emphasis must submit a statement of direction in the sixth semester of study after completion of the prerequisites: Art 3, 4, 33, 34.

Art History (General)

Twenty-eight upper division units should be selected from Art 130-141, 149, 193, 194, 197, 199. Senior Thesis (Art 195) is required for graduation.

Certificate in Art Administration

An Art History emphasis is allied with studies in business and administration, in preparation for positions in art-related business and institutions. (Prerequisites are as in the major.)

1. Art Components: Art 134, 141, 195, 197, and any six courses selected from Art 130, 131, 132, 133, 135, 136, 137, 139, 140, 149, 193, 194.
2. Management Components: Business Minor, or the following courses (many satisfy General Education): Accounting 1, English 175W, Communication Studies 3, Political Science 15 or 102, Sociology 10 or 145, Business 86. Economics 11 is recommended.

Art in the Public Sphere

The program encourages students to address contemporary social/cultural circumstance in the light of an historically grounded sense of visual expression and material culture. Courses in Art History will be augmented by studies in other fields appropriate to each student's interests. Art in the Public Sphere is conceived for students who intend to move into fields such as architecture, urban planning and design, or public arts programs, and who will work toward creative strategies of intervention. (Prerequisites are as in the major.) Six courses must be selected from Art 130-141, 193, 194. Students must take Art 195 and 197, plus nine upper division units in non-art areas, chosen by the student with approval of the advisor.

THE MINORS

1. A minor in Visual Arts requires Art 1, 2, 3, 4, 33, 34, and 12 upper division Visual Arts units.
2. The minor in Art History consists of the prerequisites Art 3, 4, 33, 34, and 12 upper division units selected from: Art 130-141, 149, 193, 194.

Art History majors and minors are encouraged to consider some of the following courses for fulfillment of General Education and Elective requirements:

- Anthropology 30 – Introduction to Archaeology
- Communication Studies 30 – Introduction to Media Studies
- Communication Studies 136 – Media Criticism
- Philosophy 74 – Twentieth Century Continental Philosophy
- Philosophy 180 – Philosophy of Art

VISUAL ARTS COURSES

1 Fundamentals of Drawing: Part 1 (3)*

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student's perceptual capabilities and representational skills. Required for Art Majors. (Every semester)

2 Drawing and Composition (3)*

Continued exploration of the elements, principles and tools of drawing with an emphasis on composition. Assignments, lectures and historical examples will further stress objective naturalism and begin to explore subjective expression through the language of drawing. Required for Art Majors. Prerequisite: Art 1. (Every Spring)

3 Principals of Two-Dimensional Design (3)*

The fundamentals of two-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. (Every Fall)

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

R E C O M M E N D E D P R O G R A M O F S T U D Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Preceptorial (3) Art 3 (3) GE or Electives (9-10)	SEMESTER I Art 1* (3) Art 33 (3) GE or Electives (9)	SEMESTER I Art Electives (9) GE or Electives (6-7)	SEMESTER I Art Electives (9) Electives (6)
SEMESTER II Art 4 (3) GE or Electives (12-13)	SEMESTER II Art 2* (3) Art 34 (3) GE or Electives (9)	SEMESTER II Art 134 (3) Art Electives (6) Electives (6) Portfolio Review	SEMESTER II Art 195 (1) Art Electives (9) Electives (6)

*Art 1,2 are required for the Visual Arts emphasis, but not for the emphasis in Art History.

4 Foundations in Form, Space, and Time (3)*

A critical exploration of how we as artists relate to the material world, and how that world in turn influences the work we make. Students will investigate a variety of media and artistic practices through projects, readings, slide presentations, and discussions. The class will examine social, cultural, and environmental issues, and their impact on meaning and perception in art. (Every semester)

6 Introduction to the Visual Arts (3)

Lecture course, designed primarily for non-Art Majors. Thematic exploration of the functions, styles, elements and techniques of the visual arts in a variety of media, including; painting, drawing, photography, architecture, sculpture and design. (Every semester)

8 Computer Art (3)*

Introduction to the use of computers in art and design. Lectures, hands-on class demonstrations, and class projects introduce students to the artistic and creative use of the computer. Prior knowledge of basic Macintosh computer operations is recommended. Prerequisites: Art 3. (Fall semester)

60 Photography (3)*

An introductory lecture and laboratory course which stresses black and white camera technique and darkroom procedures. The course encourages the student to investigate photography as a medium of personal expression. Materials are not included. A camera is necessary.

100 Visual Communications (3)

An introduction to the language of visual communications. This course will focus on developing an understanding of the visual language, and its application in solving design problems. While working on design projects, students are introduced to ideas, basic materials and techniques used in contemporary visual communications. Prerequisites: Art 1, 3, 8. (May be taken concurrently with Art 8) (Every semester)

101 Advanced Visual Communications (3)

Further exploration of the theoretical, historical, and practical issues in contemporary visual communications. Projects will focus on advanced creative problem solving with emphasis on research, planning, and final presentation. While working on different class assignments, students will also work on developing a design portfolio. May be repeated for credit. Prerequisites: Art 1, 3, 8, 100. (Every Spring)

103 Intermediate/Advanced Drawing (3)

A course designed to further develop the student's technical, perceptual and expressive drawing skills through several series of large scale objective and subjective draw-

ing compositions. Emphasis on broad experimentation with traditional and non-traditional drawing techniques and media. May be repeated for credit. Prerequisites: Art 1, 2, and 3. (Every Fall)

104 Introduction to Printmaking/Book Arts (3)

Basic techniques and expressive possibilities of intaglio and relief printmaking and their application to artists' books. Consideration of word/image relationships, image sequencing, binding design. Prerequisites: Art 1, 2, and 3.

106 Special Topics in the Visual Arts (3)

An in-depth investigation in a studio setting of selected topics in the Visual Arts. Issues of current and historical interests, methods and techniques are addressed. May be repeated when topic changes. Permission of instructor or coordinator is required.

108 Advanced Computer Art (3)

Advanced exploration of the computer as a tool of creative expression. Lectures, presentations, and class projects cover theoretical, historical, creative, and technical issues of computer art. May be repeated for credit. Prerequisites: Art 3, 8. (Every Spring)

110 Color Theory (3)

A course dealing with the scientific aspects of color applicable to various media. Includes color sensations, value, saturation and color harmony. Prerequisites: Art 1, 2 and 3. May be repeated for credit.

128 Fundamentals of Painting (3)*

Introduction to the fundamental elements, tools and materials, as well as the technical and aesthetic concepts necessary for successful expression through the language of painting. Prerequisite: Art 1 and 2. May be taken concurrently with Art 2, with the prior consent of the instructor. (May be repeated for credit when Art 129 is not offered. (Every semester)

129 Intermediate/Advanced Painting (3)

A studio course designed to further refine the technical skills of the intermediate student through the objective depiction of forms and the expressive manipulation of the medium of painting. Advanced students will be presented with conceptual and expressive assignments and will be required to develop independently conceived projects. May be repeated for credit. Prerequisites: Art 128. (Every Spring)

144 Figure Drawing (3)

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit. Prerequisites: Art 1 and 2. (Every Spring)

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

150 Art Fundamentals (3)*

A study of the fundamentals of art as they relate to creative and mental growth. Emphasis is placed on the stages of development from preschool through junior high school. Hands-on experience with appropriate media and techniques, combined with motivational topics that help in establishing the creative atmosphere which stimulates growth of visual expression. (Every Fall)

161 Advanced Photography (3)

Advanced lecture and laboratory course that continues to develop technical skills and to encourage the growth of a personal aesthetic in photography. Advanced topics include the 4x5 camera, kodalith and non-silver printing, Polaroid print transfers, and special topics of student interest. Materials not included. A camera is necessary. May be repeated for credit. Prerequisite: Art 60. (Every Spring)

162 Portraits in Photography (3)

This course engages the student in making portraits in color and black and white photographic media. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. A camera is required. Materials not included.

164 Introduction to Sculpture: Form, Content, Context (3)

A preliminary exploration of media and methods that will form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of expression, through projects, readings, slide presentations and discussions. Prerequisite: Art 4.

171 Weaving (3)

Harness, tapestry and off-loom weaving with variations on the differences between techniques and design potential. May be repeated for credit. Prerequisite: Art 3.

174 Ceramics (3)*

Basic building and throwing techniques related to both functional and sculptural third dimensional forms. Introduction to glaze theory as well as decorative enhancements. A brief history of ceramic development through the ages is included. Materials fee. May be repeated for credit. (Every semester)

178 Multi-Dimension/Media Studio (3)

Continued exploration of form, content, and context, through multi-dimension/media art making at the intermediate or advanced level. Readings and slide lectures will be presented for discussion, and students will be asked to develop a series of projects which investigate more thoroughly those issues raised in previous classes. May be repeated for credit. Prerequisite: Art 164.

195 Senior Thesis (1)*

This course requires Arts majors with a Visual Arts emphasis to mount an exhibition of their most significant art work carried out during their 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. Seniors with an Art History emphasis will present a written thesis and an illustrated lecture to the faculty. (Every semester)

198 Studio Internship (1-3)

The practice of the specialized skills, tools, basic materials and production techniques at local professional art studios under the direct supervision of their senior staff. Students will present a written report to the faculty. Prerequisite: Consent of instructor prior to registration. (Every semester)

199 Independent Study (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established Visual Arts courses. Prerequisite: Consent of instructor and coordinator.

ART HISTORY COURSES**33 Introduction to Art History (3)**

A critical survey of Western Art History from prehistory through the Middle Ages. Required for Art majors.

34 Introduction to Art History (3)

A critical survey of Western Art History from the Renaissance to the present. Required for Art majors.

130 Special Topics in the History of Architecture and Design (3)

A focused investigation of select issues in architectural and design history. Topics vary.

131 Art in Public Spaces (3)

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

132 History of Prints (3)

The development of intaglio relief and planographic systems from the 15th century to the present. Archival methods and appropriate exhibition techniques will be explored. Prerequisites: Art 33, 34.

133 Modern Art: 1780-1920 (3)

This course will examine the emergence of modern art in western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David's images of Revolution and

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

of Empire and Goya's dissonant revelations of human irrationality, to the fragmentation of Cubism, irony of Dada and subjectivity of Surrealism. (Every Fall)

134 Art of the Twentieth Century in Europe and the Americas (3)*

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the World Wide Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada and introversions of Surrealism and Expressionism, and in the low-brow allusion of Pop Art, unboundedness of Performance Art and media mimicking interventions of the 1990's, artists have probed the meaning of human experience and action in the twentieth century. (Every Spring)

135 History of Asian Art (3)

A critical and historic survey of Chinese, Japanese, Indian, and Korean art.

136 History and Theory of Photography (3)

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography's status as a fine art, as well as current issues in photographic theory.

137 History of Art of the United States (3)

A critical survey of cultural practices in the United States from the colonial era to the present.

139 Museum Studies (3)

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

140 Curatorial Practice (3)

An introduction to the practical skills, ethics, and history of museum curatorship. Students gain direct experience working with objects and exhibition planning in Founders Gallery.

141 Exhibition Design (3)

A practical course in the design and management of professional galleries, museum, and exhibition areas. Students will deal with all aspects of presentation in Founders Gallery and will make use of local museum opportunities. May be repeated for credit.

149 History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information and techniques of printing and reproduction. Does not satisfy a General Education requirement. Cross-listed as Library Science 149.

193 Critical Methods in the Analysis of Visual Culture (3)

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g., feminism, psychoanalysis, marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

194 Seminar (3)

Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Image World/Written Word: Art History, Theory, and Criticism. Prerequisites: Any two art history courses and permission of the instructor. May be repeated for credit. Art History majors are encouraged to take Art 194 concurrent with Art 195 during their senior year.

195 Senior Thesis (1)

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Students are encouraged to take Art 194 concurrent with Art 195. (Every semester)

197 Museum Internship (3)

Working firsthand with curators, exhibition designers and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Prerequisites: Art 33, 34, and at least one upper division art history course as well as permission of the instructor. (Every semester)

199 Independent Study (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established Visual Arts courses. Consent of instructor and coordinator.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

BIOLOGY

Lisa A. M. Baird, Ph.D., Chair
 Hugh I. Ellis, Ph.D.
 Jeremy H. A. Fields, Ph.D.
 Richard J. Gonzalez, Ph.D.
 Curtis M. Loer, Ph.D.
 Mary Sue Lowery, Ph.D.
 Cole Manes, M.D., Ph.D.
 Michael S. Mayer, Ph.D.
 Gregory K. Pregill, Ph.D.
 Marie A. Simovich, Ph.D.
 Curt W. Spanis, Ph.D.

THE BIOLOGY MAJOR

The Department of Biology offers a program that allows the student to obtain a thorough preparation for graduate or professional school, to meet state requirements for a teaching credential in the life sciences, to acquire the laboratory training necessary for entry into advanced programs in biotechnology, or to supplement other major studies with a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the student with the working methods of science, but to foster proficiency in a number of basic experimental techniques, as well. An internship experience is also offered to upper division biology majors so that they may participate in the application of biological knowledge to problems in the off-campus world.

The following high school preparation is strongly recommended for students planning a major in biology at USD: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics, and biology. Three years of study in a modern foreign language are also recommended.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their high school background and to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. The structure of the biology major allows each student to focus his or her studies in one or more areas of interest. For those students preparing for careers in the health sciences, a special University committee is available to advise and assist them in their applications to professional school.

Preparation for the Major

Biology 19, 20, 20L, 21, 21L, Chemistry 10A-B and 11A-B, Physics 42, 43 or equivalent, introductory college calculus, and a minimum of four units of organic chemistry with laboratory.

The Major

A minimum of 28 upper division units in biology is required. These must include Biology 100, 197, one course with laboratory from cellular/molecular biology, one course with laboratory from ecological/evolutionary biology, and one course with laboratory from organismal/morphological biology. The remaining 12 units must include one additional course from one of the preceding areas of biology and two additional courses with laboratory. Students may choose electives according to their interests from those courses for which the prerequisites have been satisfied. At least 16 of the upper division units for the major must be completed at USD.

Area of Cellular/Molecular Biology

Biology 172 – Plant Physiology (4)
 Biology 176 – Developmental Biology (4)
 Biology 178, 178L – Animal Physiology (4)
 Biology 180, 180L – Cell Physiology (4)
 Biology 182 – Molecular Biology (4)

Area of Ecological/Evolutionary Biology

Biology 110 – Evolution (3)
 Biology 116 – Population Biology (4)
 Biology 151, 151L – Biological Oceanography (4)
 Biology 160 – Ecology (4)
 Biology 164 – Conservation Biology (3)

Area of Organismal/Morphological Biology

Biology 120 – Comparative Chordate Anatomy (4)
 Biology 130 – Histology (4)
 Biology 135 – Embryology (4)
 Biology 142 – Microbiology (4)
 Biology 144 – Plant Systematics (4)
 Biology 146 – Vertebrate Natural History (4)
 Biology 150 – Invertebrate Zoology (4)

The Minor

Minimum requirements for the minor are Biology 19, 20, 20L, 21, 21L, 100 or equivalent, and at least four units of upper division biology, for a total of at least 18 units. For the biology minor, total credit for Biology 193, Biology 198, and Biology 199 is limited to three units. Courses for the minor should be selected with the aid of a Biology faculty advisor. At least four units of upper division biology must be taken at USD.

The Life Science Teaching Credential

The California Life Science Teaching Credential requires a major in Biology. Students seeking this credential should consult a Biology faculty advisor.

SPECIAL PROGRAMS OF STUDY

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the Biology curriculum. Specific programs of study other than those listed below can be designed with the aid of an advisor from the Biology faculty. Students interested in biotechnology, environmental biology or medical technology should consult with their advisor regarding appropriate course selection.

Marine Biology

In addition to the general program, Biology 101, 146, 150 and 151-151L are recommended. A minor in Marine Science is recommended for those students interested in field applications. The University of San Diego also offers a major in Marine Science (see Marine Science section).

Pre-Medicine and Pre-Dentistry

The program for either Pre-Medicine or Pre-Dentistry is similar to the Biology major general program with certain of the options being specified or recommended.

First year

Chemistry 10A-B, 11A-B and at least introductory calculus

Second year

One year of organic chemistry with laboratory

Third year

Either Biology 178 or 180 or 182 is recommended in preparation for the Medical College Admissions Test (MCAT).

Fourth year

Completion of the Biology major

Pre-Veterinary Medicine

In addition to the program for pre-medical/pre-dentistry students, Biology 120, 135, 142 and one semester of biochemistry are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the Chair of the Health Sciences Student Evaluation Committee (whose name can be obtained from the Biology Department chair) no later than the Fall semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy and nursing are designed around the general program. No recommended program of study is suggested because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

COURSES FOR NON-MAJORS

Note: Biology 1, 2, 3, 4, 11, or 15 will satisfy the General Education requirement. There are no prerequisites. Biology 1, 2, and 4 may be offered without a laboratory in which case there will be three hours of lecture weekly. These courses do not satisfy requirements for the Biology major.

1 Survey of Biology (3)

A one semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. Two hours of lecture and one laboratory weekly.

2 Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, one of which will be an overnight trip to the desert. Two hours of lecture and one laboratory weekly. Cross-listed as Environmental Studies 2.

Arts and Sciences

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Biology 19 (3) Chemistry 10A/11A or Mathematics (3-4) GE or Electives (3-6)	SEMESTER I Biology 20 or 21 (3) Biology 20L or 21L (1) Chemistry 10A/11A, 10B/11B, or 101A/102A (4) Physics or GE (3-4) GE or Electives (3-6)	SEMESTER I Biology (4-8) Physics or GE (3-4) Chemistry 101A/102A or GE (3-4) GE or Electives (3-6)	SEMESTER I Biology 197 (1) or Biology (4-8) GE or Electives (3-12)
SEMESTER II Biology 20 or 21 (3) Chemistry 10A/11A, 10B/11B, or GE (3-4) Mathematics (3-4) GE or Electives (3-6)	SEMESTER II Biology 100 (3) Physics or GE (3-4) Chemistry 10B/11B or GE (3-4) GE or Electives (6-9)	SEMESTER II Biology (4-8) Physics or GE (3-4) GE or Electives (3-13)	SEMESTER II Biology 197 (1) or Biology (4-8) GE or Electives (3-12)

3 Plants and Peoples (3)

A one-semester course about humans and their knowledge, uses and abuses of plants. The biology of plants, selected protists and fungi are considered from a scientific viewpoint; included are ecology, anatomy, morphology, physiology, taxonomy and biotechnology. These organisms are also considered with regard to resource utilization and agriculture: the uses and abuses of plants for fibers; foods; beverages; medicinals and other ends occupy the majority of the course. Three hours of lecture weekly.

4 Topics in Human Biology (3)

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. Two hours of lecture and one laboratory weekly.

11 Introduction to Marine Biology (4)

An introduction to the plant and animal life in the ocean, including their phylogenetic and ecologic interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. Three lectures and one laboratory or field trip per week. A weekend field trip may be required. Cross-listed as Marine Science 21.

15 Physiology of Exercise (4)

The acute and chronic effects of exercise on the various organ systems and the role of nutrition are studied. Kinesiological application of anatomical information is also examined. Three hours of lecture and one laboratory weekly.

COURSES FOR BIOLOGY MAJORS**19 Introduction to Genetics, Ecology and Evolution (3)**

This one semester foundation course for biology majors provides an introduction to the mechanisms of inheritance, evolution and ecology. Three hours of lecture weekly. No prerequisite. (Every semester)

20 Introduction to Cell Processes (3)

This one semester foundation course for biology majors provides an introduction to the concepts of structure and function in biological systems at the molecular and cellular level. The topics of cell structure and function, biological macromolecules, respiration, photosynthesis, molecular biology, and selected areas of physiology are covered with emphasis on regulatory mechanisms. Three hours of lecture weekly. Prerequisites: Concurrent registration in Biology 20L; General Chemistry. (Every semester)

20L Introduction to Cell Processes Laboratory (1)

A laboratory course to complement the lecture material presented in Biology 20. Prerequisite: Concurrent registration in Biology 20 or consent of instructor. (Every semester)

21 Biology of Organisms (3)

This one semester foundation course for biology majors provides an introduction to the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture weekly. Concurrent registration in Biology 21L is strongly recommended. (Every semester)

21L Biology of Organisms Laboratory (1)

A laboratory course to complement the lecture material presented in Biology 21. Prerequisite: Concurrent registration in Biology 21 or consent of the instructor. (Every semester)

100 Genetics (3)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly. Prerequisite: Completion of or concurrent registration in general chemistry. (Every semester)

100L Genetics Laboratory (1)

This laboratory course examines classical and current experimental techniques and analyses used in genetics. One laboratory weekly. Prerequisite: Completion of or concurrent registration in Biology 101.

All courses numbered 101 and above have Biology 19, 20, 20L, 21, 21L, and 100 as prerequisites or consent of instructor. Other prerequisites are as specified.

101 Biostatistics (3)

A methodology course which includes elementary probability, sampling techniques, unbiased and ratio estimation, sampling distributions, central limit theory, efficiency, an introduction to classical inference and nonparametric (permutation) testing techniques. Three hours of lecture weekly.

110 Evolution (3)

A study of the current concepts of evolution. The nature of species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three hours of lecture per week.

112 Molecular Methods in Evolutionary Biology (4)

An introduction to the different types of molecular data employed in evolutionary biology and the techniques used to retrieve these data. The application of molecular data in evolutionary biological research is discussed; topics include: molecular evolution, microevolution, conservation genetics, genetic engineering, crop evolution, forensics, paleontology, and phylogenetics. Two hours of lecture and two laboratory meetings weekly. Prerequisites: Biology 100L.

116 Population Biology (4)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of Mathematics 14 (Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: Introductory calculus. Biostatistics is highly recommended.

118 Principles of Biogeography (3)

Why do plants and animals occur where they do? Some of the answers to that question are ecological and come from examining the relationships between organisms and their environment. Other explanations derive from studying the history of life on earth. This course concerns those patterns and processes that have shaped the distributions of organisms in time and space. By employing concepts and information from paleogeography, phylogeny, and ecology, the course will explore the approaches for recovering the biogeographic history of organisms.

120 Comparative Chordate Anatomy (4)

A comparative study of the various classes of vertebrates at the structural level. The laboratory includes comparative dissection of representative organisms. Two hours of lecture and two laboratories weekly.

130 Histology (4)

An intensive study of the basic types of tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly.

132 Electron Microscopy (4)

An introduction to the theory, development and operation of the electron microscope with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation and evaluation and presentation of electron microscopic data. Two hours of lecture and two laboratories weekly.

135 Embryology (4)

A study of the fundamental concepts of development, gametogenesis, fertilization, morphogenesis, and organogenesis in vertebrate embryos. Emphasis is placed on maintaining an overall view of the developmental processes as they relate to and further progress toward adult structure and function. Specimens studied in lab include whole mounts, serially-sectioned embryos and live embryos. Three hours of lecture and one laboratory weekly.

142 Microbiology (4)

An introduction to bacteria, viruses, yeasts, molds, protozoa and microalgae. The microbes pathogenic to man are emphasized. Principles of immunology, chemotherapy, and industrial, agricultural and marine microbiology are presented. The laboratory stresses procedures in culturing and handling microorganisms. Two hours of lecture and two laboratories weekly. Prerequisite: One year of General Chemistry.

144 Plant Systematics (4)

An introduction to the plant communities of California. The predominant flowering plant families will be stressed in lecture. Field identification of plants will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. (Spring)

146 Vertebrate Natural History (4)

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interaction of the vertebrate organism as a whole or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. (Spring)

150 Invertebrate Zoology (4)

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

151 Biological Oceanography (3)

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 Marine Science 151.

151L Biological Oceanography Laboratory (1)

Laboratory and field work to accompany Biology 151. Concurrent registration in Biology 151 is required.

160 Ecology (4)

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory Calculus. Biostatistics is recommended.

161 Ecological Communities of San Diego County (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

164 Conservation Biology (3)

The 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 meetings per week. Prerequisites: Biology 19, 21, 21L; Biology 101 recommended. Cross-listed as Environmental Studies 164.

168 Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hourly meetings per week consisting of lectures and seminars. Prerequisite: Biology 160 or concurrent enrollment. Cross-listed as Marine Science 168.

172 Plant Physiology (4)

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Prerequisite: One year of general chemistry with laboratory.

174 Neurobiology (3)

The physiological basis of behavior is examined by studying brain mechanisms including sensory processes, motor systems, awareness, memory, learning, sleep, arousal and motivation. The role of hormones, biological clocks and drugs as they affect human behavior is stressed. Neural maturation, neural plasticity, the aging process and mental illness are surveyed. Three hours of lecture weekly. Prerequisite: Psychology 1 or consent of instructor.

174L Methods in Neurobiology (1)

Human and animal behavior is examined in laboratory utilizing electronic, neuro-biochemical, physiological, histological and behavioral techniques. Content varies. One laboratory weekly. Prerequisites: One year of general chemistry with laboratory; Biology 178 and 178L and Chemistry 130 and 131 are recommended.

176 Developmental Biology (4)

This course explores the mechanisms of differential gene expression and pattern formation in multicellular organisms. Living animal and plant forms exemplifying these processes will be studied in the laboratory, and the students will devise models to account for their observations. Three lectures and one laboratory weekly. Previous completion or concurrent enrollment in Biology 135 is strongly recommended.

178 Animal Physiology (3)

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly.

178L Animal Physiology Laboratory (1)

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of animals. One laboratory weekly. Concurrent registration in Biology 178 required.

180 Cell Physiology (3)

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure; membrane transport; endoplasmic reticulum and Golgi functions; cell motility; energetics; mechanisms of hormone action; cellular immunology; and control of the cell cycle. Three hours of lecture weekly. Prerequisites: Organic Chemistry with laboratory, or consent of instructor.

180L Cell Physiology Laboratory (1)

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in Biology 180 is required.

182 Molecular Biology (4)

A study of the chemical, physical, and informative properties of the gene. The historical basis of current concepts in molecular biology will be emphasized by examining critical experiments. Topics will include the organization of prokaryotic and eukaryotic genomes as revealed by hybridization kinetics and restriction mapping, the regulatory aspects of transcription and post-transcriptional gene expression, DNA replication and repair, and transposable elements in DNA. Three hours of lecture and one laboratory weekly. Prerequisites: One year of general chemistry with laboratory and at least one semester of organic chemistry with laboratory, Biology 100L.

190 Topics in Biology (1-3)

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of three units may be applied to the biology major or minor.

193 Internship in Biology (1-3)

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of three upper division units can be earned toward fulfillment of the requirements of the major.

197 Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all seniors. (Every semester)

198 Techniques in Biology (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology; preparation and technique in the teaching laboratory; and routine tasks supportive to research. Prerequisite: Consent of instructor. Total credit in Biology 198 is normally limited to three units. (Every semester)

199 Research (1-3)

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: Consent of instructor. Total credit in Biology 199 is normally limited to three units. (Every semester)


 CHEMISTRY

Thomas R. Herrinton, Ph.D., Chair
 Tammy J. Dwyer, Ph.D.
 Mitchell R. Malachowski, Ph.D.
 Jack D. Opdycke, Ph.D.
 Leigh A. Plesniak, Ph.D.
 Sister Patricia Shaffer, Ph.D.
 Patricia S. Traylor, Ph.D.

THE CHEMISTRY MAJOR

Chemistry is the study of matter and energy and the changes they undergo. It has played a key role in understanding the natural universe and in the scientific and technological revolution that have been so important in shaping modern society.

The USD Chemistry Department is on the approved list of the American Chemical Society (ACS). Students have the opportunity for hands-on experience with state-of-the-art instruments which are used routinely in teaching and research. Special instrumentation includes a Varian Unity 300 MHz Fourier-transform NMR spectrometer, a Nicolet Fourier-transform infrared spectrometer, a Hewlett Packard mass spectrometer with capillary gas chromatograph and computerized data system, a Waters high performance liquid chromatography work station, and Silicon Graphics work stations.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal arts education. The major is designed not only to give students the theoretical basis of the discipline, but also to allow them to test theories in the laboratory.

A major in Chemistry prepares a student for many different career possibilities. Professional chemists 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 high technology industries; by government laboratories and agencies working on health, energy, and environmental standard-setting; in consulting firms; and by educational institutions at all levels. Undergraduate training in chemistry provides a solid foundation for many other areas such as medicine, dentistry, veterinary medicine, pharmacy, oceanography, geochemistry, chemical engineering, forensics, environmental studies, molecular biology, and law.

Course offerings are also provided for students with majors other than Chemistry. In this category are courses designed to acquaint students not majoring in the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

Two programs of study are available, differing in their focus:
Chemistry Major, Plan A

Plan A (Concentration: Chemistry) is designed to qualify students for admission to graduate work in chemistry, positions as chemists in research and industry, or secondary school teaching in chemistry.

Preparation for the Major
 Chemistry 10AB, 11AB, 20; Mathematics 50, 51, 52;
 Physics 50, 51.

Major requirements

The 24 units of upper division work must include Chemistry 101AB/102AB or 103AB/102AB, 110, 111, 121, 122, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Chemistry 199 may not be applied toward the 24 unit requirement. To obtain an ACS-certified bachelor's degree in chemistry, plan A majors must also complete Chemistry 125 and 196.

Chemistry Major, Plan B

Plan B (Concentration: Biochemistry) is designed to prepare students for graduate work in biochemistry, molecular biology, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

Preparation for the Major

Chemistry 10AB, 11AB, 20; Mathematics 50; Physics 42, 43 or Physics 50, 51; Biology 19, 20, 20L, 21, and 21L.

Major requirements

The 24 units of upper division work must include Chemistry 101AB/102AB or 103AB/102AB; 110; 111; Chemistry 130, 131, 132, 133. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Chemistry 199 may not be applied toward the 24-unit requirement. Those planning for graduate work should also take Mathematics 51, Chemistry 140, and Biology 101. To obtain an ACS-certified bachelor's degree in chemistry, Plan B majors must also complete the following courses: Chemistry 121, 122, 125, 140, and 196.

Chemistry Minor

Minimum requirements for a minor in chemistry are: Chemistry 10AB, 11AB and ten units of upper division Chemistry including either Chemistry 110 or 130. Students taking the minor to enhance employment possibilities in chemical technology are advised also to take Chemistry 20.

Other Programs

Several professional options are open to the chemistry major in addition to the pursuit of a career in chemistry itself. The Department offers special programs in the fol-

lowing areas (students interested in greater detail should consult the department chair).

1. **Pre-Medicine/Pre-Dentistry:** The liberal arts curriculum provides an excellent background for graduate education in the health professions. Students planning to apply for admission to medical or dental 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. Chemistry is a particularly desirable choice because, as the molecular science, it is at the focus of current developments in medicine and biomedical technology. Students may select either the plan A or plan B chemistry major. The specific science courses recommended for undergraduates differ for different professional schools, but students electing the plan A major should take Biology 20, 20L, 21, 21L, and any additional science courses recommended by the Department's pre-medical advisor.
2. **Marine Science:** Students majoring in Marine Science must also concentrate in another science. Those with a particular interest in chemical and physical oceanography or biochemical/chemical studies involving marine organisms may wish to select Chemistry as that concentration. Students should consult the Marine Science program to determine the requirements for concentration in Chemistry.

COURSES

1 Chemistry and Society (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive

PLAN A: RECOMMENDED PROGRAM OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Chemistry 10A (3)	Chemistry 20 (4)	Chemistry 111 (3)	Chemistry 140 (3)
Preceptorial (3)	Organic Chemistry (4)	Chemistry 121 (3)	Chemistry Elective (3)
Chemistry 11A (1)	Mathematics 52 (4)	GE or Electives (9-10)	Physics 51 (4)
Mathematics 50* (4)	GE or Elective (4-5)		Research (1-2)
GE or Electives (7-8)			GE or Elective (3-5)
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Chemistry 10B (3)	Organic Chemistry (4)	Physics 50 (4)	Chemistry 195 (1)
Chemistry 11B (1)	Chemistry 110 (3)	Chemistry 125 (3)	Chemistry 122W (3)
Mathematics 51 (4)	GE or Electives (8-9)	GE or Electives (8-9)	Chemistry Elective (3)
GE or Electives (7-8)			Research (1-2)
			GE or Electives (6-8)

*Students deficient in Mathematics may substitute Mathematics 11 for Mathematics 50, followed by Mathematics 50, 51, and 52

considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Three lectures weekly. (Every semester)

1E Chemistry and Society with Laboratory (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in Chemistry 1 (above); however, this course includes a laboratory that will satisfy the General Education requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. (Every semester)

2 DNA Science and Technology (3)

A course designed for the non-science major that covers the discovery of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Three lectures weekly. Chemistry 1 and 1E are not prerequisites. (Every semester)

3 Fundamentals of Chemistry with Laboratory (3)

A course designed for the non-science major that focuses on basic chemical concepts and the promotion of their understanding by primary school children. Topics include the scientific method, physical properties and reactivities of

substances, and atomic structure. This course is recommended for the Diversified Liberal Arts Major, but open to other majors for enrollment. Two lectures and one laboratory/discussion weekly. (May not be offered every year)

10A-10B General Chemistry (3-3)

A two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Prerequisite: Mathematics 10 or a passing score on Mathematics Level I Placement Exam. (Every year)

10H Honors General Chemistry (3)

An honors course which parallels Chemistry 10B. The topics are covered in greater depth than in Chemistry 10B, and additional material on the applications of Chemistry is included. Three lectures weekly. Prerequisite: Chemistry 10A-11A and consent of instructor. (Spring)

11A-11B General Chemistry Laboratory (1-1)

A laboratory course which introduces the concepts and techniques of experimental Chemistry. One laboratory period weekly. Prerequisite: Concurrent registration in Chemistry 10A-10B or consent of instructor. (Every year)

20 Analytical Chemistry (4)

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods.

PLAN B: RECOMMENDED PROGRAM OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Chemistry 10A (3)	Chemistry 20 (4)	Chemistry 111 (3)	Chemistry 121 (3)
Preceptorial (3)	Organic Chemistry (4)	Chemistry 130 (3)	Chemistry or Biology
Chemistry 11A (1)	Physics 42 (4)	Chemistry 131 (1)	Elective (3-4)
Mathematics 50** (4)	GE or Elective (4-5)	Chemistry or Biology	Research (1-2)
Biology 19, 20 and 20L or		Elective (3-4)	GE or Electives (6-9)
21 and 21L (3-4)		GE or Electives (4-6)	
GE or Elective (3-4)			
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Chemistry 10B (3)	Organic Chemistry (4)	Chemistry 132W (3)	Chemistry 195 (1)
Chemistry 11B (1)	Chemistry 110 (3)	Chemistry 133 (1)	Chemistry or Biology
Biology 19, 20 and 20L or	Physics 43 (4)	Chemistry or Biology	Elective (3-4)
21 and 21L (3-4)	GE or Electives (4-5)	Elective (3-4)	Research (1-2)
Mathematics 51 (4)		GE or Electives (8-10)	GE or Electives (8-11)
GE or Elective (3-4)			

**Students deficient in Mathematics may substitute Mathematics 11 for Mathematics 50, followed by Mathematics 50, 51, and 52

Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One lecture and two laboratory periods weekly. Prerequisites: Chemistry 10A-10B and Chemistry 11A-11B. (Every semester)

101A-101B Organic Chemistry (3-3)

A two-semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Prerequisite: Chemistry 10A-10B. (Every year)

102A-102B Organic Chemistry Laboratory (1-1)

This course is designed to follow the material presented in Chemistry 101A-101B. Micro scale experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, kinetics, multi-step syntheses, and structure determination. One laboratory period weekly. Prerequisite: Chemistry 11A-11B and concurrent registration in Chemistry 101A-101B or Chemistry 103A-103B.

103A-103B Honors Organic Chemistry (3-3)

This is an honors course in organic chemistry which parallels Chemistry 101A-101B. Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements, providing greater breadth and depth than in Chemistry 101A-101B. Prerequisite: Chemistry 10AB. (Every year)

110 Physical Chemistry (3)

The course focuses on classical principles of physical chemistry, primarily thermodynamics. Three lectures weekly. Prerequisite: Chemistry 10A-10B and Mathematics 50 or consent of the instructor. (Spring)

111 Physical Chemistry (3)

This course covers kinetics and modern physical chemistry, including atomic and molecular structure, spectroscopy, and statistical mechanics. Three lectures weekly. Prerequisite: Chemistry 10A-10B and Mathematics 50 or consent of the instructor. (Fall)

121 Organic/Physical Experimental Chemistry (3)

An advanced laboratory course with experiments and projects that integrate principles and methods in analytical, organic, and physical chemistry, with considerable emphasis on instrumental methods. One lecture and two laboratory sessions weekly. Prerequisite: Chemistry 20, Chemistry 101AB/102AB or 103AB/102AB, Chemistry 110, and Chemistry 111 (can be taken concurrently). (Fall, every other year)

122W Inorganic/Physical Experimental Chemistry (3)

An advanced laboratory course which integrates techniques and concepts from inorganic and physical chemistry plus, to a lesser extent, analytical chemistry. A wide variety of classical and modern methods of experimental chemistry, including both wet chemical and instrumental methods, will be used in experiments which show the interrelationships between these three areas of chemistry. Also, instruction in the proper methods of recording and reporting chemical experiments and practice in those methods will be included. One lecture and two laboratory sessions weekly. Prerequisites: Chemistry 20, Chemistry 140, Chemistry 111, and Chemistry 110 (can be taken concurrently). (Spring, every other year)

125 Instrumental Analysis (3)

A survey of contemporary methods of microprocessor-controlled instrumentation with emphasis on spectroscopic, electrochemical, and separation techniques. The theory, design, and operation of each instrument covered will be discussed. Experiments utilizing FT-IR, FT-NMR, UV-Visible, GC/MS, HPLC, Polarograph, Cyclic Voltammeter, and other equipment will be performed. Two lectures and two laboratory sessions weekly. Prerequisites: Chemistry 20, Chemistry 102B, and Chemistry 111. (Spring, every other year)

130 Biochemistry (3)

The structure, function, and metabolism of biomolecules. Structures and functions of amino acids, proteins, carbohydrates, lipids, nucleotides, and vitamins are covered, as well as enzyme kinetics, thermodynamics, photosynthesis, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisite: Chemistry 101AB/102AB or 103AB/102AB. (Fall)

131 Biochemical Methods (1)

Selected laboratory techniques, utilizing current analytical methods, are used to identify and analyze biomolecules. The experiments include protein purification, enzyme kinetics, chromatography, and electrophoresis. One four hour laboratory each week. Prerequisite: Chemistry 20 and concurrent or previous registration in Chemistry 130. (Fall)

132W Biosynthesis of Macromolecules (3)

The biosynthesis of DNA, RNA, and protein are studied, with emphasis on the chemistry and regulation of genes. Recombination, mutations, synthesis of antibodies and viruses, and genetic engineering are covered. This course has a substantial writing component and will satisfy the proficiency requirement in writing. Three lectures weekly. Prerequisite: Chemistry 130 or consent of instructor. (Spring)

133 Macromolecular Methods (1)

Selected techniques used to study and analyze macromolecules with emphasis on methods currently used in mol-

ecular biology. The experiments include DNA purification and analysis, DNA probes, restriction endonuclease mapping, and transformation. One four-hour laboratory each week. Prerequisite: Chemistry 132 (concurrent). (Spring)

140 Inorganic Chemistry (3)

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state chemistry, coordination, and organometallic chemistry are introduced. Three lectures weekly. Prerequisites: Chemistry 101B or 103B and Chemistry 111. (Can be taken concurrently) (Fall, every other year)

145 Bio-Inorganic Chemistry (3)

A survey of the roles of metallobiomolecules in organisms. The functions, structure, and modes of metal coordination of the more significant molecules are examined in detail and compared to model compounds. The standard physical techniques used in studying these complexes are discussed. Particular emphasis is given to the role of the metal ions and how their inorganic properties affect the activity of the biological compound. Three lectures weekly. Prerequisites: Chemistry 101B or 103B. (Fall, every other year)

150 Chemical Ecology (3)

A study of the chemical interactions between organisms and their environment. This course is concerned with pheromones and allelochemicals, how they are assayed, purified, isolated, and characterized. Tactical, stereospecific syntheses of these compounds are discussed. Three lectures weekly. Prerequisite: Chemistry 101B or 103B. (May not be offered every year)

160 Physical Organic Chemistry (3)

Applications of modern theoretical concepts to the chemical and physical properties of organic compounds. Among the topics covered are: linear free energy relationships, acidity functions, mechanisms of nucleophilic and electrophilic substitutions, additions and eliminations, radical reactions and pericyclic reactions. Three lectures weekly. Prerequisite: Chemistry 101B or 103B and 111. (May not be offered every year)

170 Membrane Chemistry (3)

A study of the chemistry and physical processes associated with the formation and function of semipermeable membranes. The course will include both synthetic and naturally occurring membranes. Three lectures weekly. Prerequisites: Chemistry 101AB or 103AB and Chemistry 110. (May not be offered every year)

180 NMR Methods (3)

An introduction to concepts and methods in nuclear magnetic resonance (NMR) spectroscopy. Theory of NMR will be developed and applied to the design of one-dimensional and two-dimensional experimental pulse sequences. The laboratory will emphasize instrumental operation, data acquisition and processing, and practical application of NMR methods to scientific problems. Two lectures and two three-hour laboratory periods weekly. Prerequisites: Mathematics 50, Chemistry 101A, 102A. (May not be offered every year)

194 Special Topics in Chemistry (1-4)

From time to time, courses will be given on special topics in chemistry based primarily upon the interests of faculty. Possible topics include photochemistry, polymers, enzyme-catalyzed reactions, and environmental chemistry. May be repeated for credit when the topic changes. Prerequisite: Consent of instructor. (May not be offered every year)

195 Seminar (1)

A study of the preparation and presentation of formal seminars in chemistry. Each student will give a seminar on a topic of interest. One hour each week. May be repeated once. (Spring)

196 Methods of Chemical Research (3)

Introduction to the principles and methods of chemical research. The major activity is a research project requiring eight hours of laboratory work per week. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments and consideration of laboratory safety. Information retrieval, including both library work and on-line searches of chemical data bases, is included. Students will produce a final written report when the project is completed. Prerequisite: Consent of instructor. (Spring)

199 Undergraduate Research (1-3)

A research problem in experimental or theoretical chemistry under the supervision of an individual faculty member. Projects involve literature searching, on- and off-campus research, and oral and written reports. The course is taught on a pass/fail basis only. Prerequisite: Consent of instructor. (Every year)

COMMUNICATION STUDIES

Carole E. Logan, Ph.D., Chair
 Bethami Dobkin, Ph.D.
 Robert Hanczor, Ph.D.
 Roger C. Pace, Ph.D.
 Linda A. M. Perry, Ph.D.
 David Sullivan, Ph.D.
 Larry A. Williamson, Ph.D.

THE COMMUNICATION STUDIES MAJOR

The Communication Studies program offers two approaches to the study of communication: Speech Communication and Media Studies. Students pursuing a bachelor's degree in Communication Studies will select one of the two approaches as their emphasis within the major. In the Speech Communication emphasis, instruction focuses on interpersonal, small group, organizational, and public communication. In the Media Studies emphasis, instruction focuses on the ethics, history, theory, and criticism of mediated communication contexts such as radio, television, and journalism. Both areas of emphasis provide students with the kinds of skills and background necessary to work in a communication-related profession or pursue advanced study in the field of communication.

All students in the Communication Studies major must complete 36 units of course work in the major including 12 lower division and 24 upper division units as described below. In addition, all Communication Studies majors must select and complete a minor in another academic field of their choice.

Only Communication Studies 1 and 3 satisfy the Social Science General Education requirement.

Required Lower Division Core: (12 units)
 Communication Studies 1, 3, 20, 30.

Required Upper Division Core: (15 units)
Speech Communication Emphasis
 Communication Studies 100, 120 or 150, 125, 165 or 166, 170.
Media Emphasis
 Communication Studies 100, 130, 136, 138, 180.

Upper Division Electives (either emphasis)
 Nine units to be selected in consultation with an advisor.

THE MINORS

Students may pursue a minor in either area of emphasis.

Speech Communication Minor

Communication Studies 1, 3 and 12 upper division units to be selected in consultation with an advisor.

Media Studies Minor

Communication Studies 1, 20 or 30, and 12 upper division units to be selected in consultation with an advisor.

COURSES

1 Introduction to Human Communication (3)

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

3 Public Speaking (3)

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement and delivery of public messages. Communication Studies 1 is a recommended prerequisite. Fulfills a General Education requirement in the social sciences.

20 Introduction to Journalism (3)

A general introduction to newspaper production. 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.

30 Introduction to Media Studies (3)

An introduction to mass media and its theoretical underpinnings. This course covers the origins, history, and development of mass media. Additionally, the present structure, characteristics, and problems in the areas of radio, television, and cable are addressed.

100 Human Communication Theory (3)

A survey of human communication theory and practices. Students are introduced to a variety of theoretical approaches to the study of communication including mechanistic, psychological, interactive, pragmatic, and rhetorical perspectives. Prerequisite: Communication Studies 1.

120 Organizational Communication (3)

The study of the organization as a communication system; emphasis is placed on the application of traditional and contemporary social scientific theories of communication to the complex organizational setting. The role of organizations in persuasive campaigns and the communication techniques, strategies, and problems specific to com-

plex organizations settings will be considered. Prerequisite: Communication Studies 1.

121 Advanced Journalism (3)

This course combines instruction in contemporary theories about press performance with advanced newsroom skills. The course introduces students to the organizational norms that drive journalistic styles, press ethics, newsroom management, and various advanced reporting and copy editing skills (extended news feature stories, story assignments, photojournalism, page design, section layout and editing.) Prerequisite: Communication Studies 20.

125 Interpersonal Communication (3)

An examination of the dynamics of one-to-one communication. Various humanistic and social scientific perspectives are explored. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings. Prerequisite: Communication Studies 1.

130 Theories of Media (3)

An examination of the various functions or roles which the mass media perform for individuals and society. Specific topics include: the influence that economic, political, and aesthetic forces have on media programming; the structure and functions of media organizations; and theories and studies of media effects. The development of informed, critical consumption of mass media messages is emphasized. Prerequisite: Communication Studies 30.

135 Principles of Broadcast Communication (3)

This course introduces students to basic production skills while incorporating discussions of aesthetics, film theory, and ethics. Writing skills such as scripting and broadcast news writing are included. Students are introduced to three phases of broadcast production: writing and planning (newsgathering, scripting, editing), audio (actualities, sound effects, music), and visual production (composition, lighting, editing). By the end of the course students will produce a short video and/or audio presentation. Prerequisite: Communication Studies 30.

136 Media Criticism (3)

An examination of the rhetorical dimensions of mass media in which media messages are treated as texts. Students are exposed to use of critical methodologies such as structuralism, narrative analysis, genre criticism, ideological criticism, and semiotics. This course emphasizes the importance of the symbolic qualities of mediated messages. Prerequisites: Communication Studies 30 is recommended.

138 Media and Conflict (3)

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. Prerequisite: Communication Studies 30 is recommended.

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Logic or English 21 (3) Communication Studies 1 or 3 (3) GE (6)	SEMESTER I Communication Studies 20 or 30 (3) Foreign Language GE, Minor (6) Communication Studies Upper Division (3)	SEMESTER I Communication Studies Upper Division (3) Minor (3-6) GE or Electives (3-6)	SEMESTER I Communication Studies Upper Division (3-9) Minor (3-6) Upper Division Electives
SEMESTER II Communication Studies 1 or 3 (3) Communication Studies 20 or 30 (3) Foreign Language GE (6)	SEMESTER II Communication Studies 100* (3) GE, Minor (3) Foreign Language	SEMESTER II Communication Studies Upper Division (3-6) Minor (3-6) GE or Electives (3-6)	SEMESTER II Communication Studies Upper Division (3-9) Minor (3-6) Upper Division Electives

*Must be completed by the end of the first semester of the junior year.

Note: In order to complete the requirements for the B.A. in Communication Studies within four years, students should:

- (1) complete all the General Education requirements by the second semester of their junior year;
- (2) begin work on the foreign language requirement by the second semester of their freshman year; and
- (3) begin work on a minor in their sophomore year.

140 Symbolic Processes (3)

A comparison and contrast of various theories of human symbol use. Several perspectives will be examined: general semantics, linguistics, semiotics, and dramatism. Prerequisite: Communication Studies 1 is recommended.

145 or 145W Gender Communication (3)

An overview of the relevant research on gender issues. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. Prerequisite: Communication Studies 1 is recommended.

150 Theories of Small Group Communication (3)

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group communication. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and persuasion. Prerequisite: Communication Studies 1.

155 Interviewing: Principles and Practices (3)

An examination of the methods and techniques applicable to a variety of purposeful dyadic interactions. Students prepare, participate in and critique employment, survey, journalistic, and other types of interviews. Emphasis is placed on the student's roles as both interviewer and interviewee. Prerequisite: Communication Studies 1 is recommended.

160 Theories of Persuasion (3)

An examination of the various forms of interpersonal, public, and mass persuasion messages that we consume daily. Students are exposed to rhetorical and behavioral theories of persuasion. Emphasis is placed on the nature, creation, and critique of human persuasion. Prerequisite: Communication Studies 1.

162 Political Communication (3)

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

165 Communication Research Methods (3)

An overview of communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The descriptive and explanatory values of historical, statistical, and survey methodologies will be examined. Prerequisite: Communication Studies 1.

166 Interpretative Research Methods (3)

A survey of contemporary interpretive methods in communication research. This course will help students understand bases of knowledge and value of communication not covered in the quantitative research course (Communication Studies 165). Students will be exposed to methods such as field observation, ethnography and content analysis. Prerequisite: Communication Studies 1.

170 or 170W Rhetorical Theory (3)

An examination of rhetorical thinking from its birth in Athens to the present time. Beyond an examination of basic rhetorical principals and tenets, students explore issues such as rhetoric as a humane discipline; the place of rhetoric in democracies; and the worth of rhetoric as a means of inducing change. Prerequisite: Communication Studies 1.

175 Intercultural Communication (3)

This course introduces students to, and familiarizes them with, current theories about and research on intercultural communication. This course also provides students with critical thinking skills in regard to intercultural interaction and communication styles. Prerequisite: Communication Studies 1 is recommended.

180 International Media (3)

This course examines media systems, uses, and social impact around the world, with an emphasis on cross-national comparisons of media development. Topics to be addressed include the global media environment, media and national identity, and the influence of U.S. media on international cultures. Prerequisite: Communication Studies 30.

185W Writing for Electronic Media

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

194 Special Topics in Communication Studies (3)

Selected topics in either Speech Communication or Media Studies will be examined.

197 Vista Staff (1-3)

By consent of instructor.

198 Communication Internship (2-3)

An experiential education course in which students participate as interns in either radio or television, public

relations, advertising, or some facet of organizational communication. Open only to Communication Studies majors or minors of second semester junior status or higher. No more than three internship units may be applied toward the major or minor. Students should consult with the Communication Studies Intern Coordinator for details on enrollment and qualification.

COMPUTER SCIENCE

John H. Glick, Ph.D., Program Coordinator
 Dwight R. Bean, Ph.D.
 Robert R. Corbeil, Ph.D.
 William E. deMalignon, M.A., M.S.
 Stanley J. Gurak, Ph.D.
 Stacy Langton, Ph.D.
 Luby Liao, Ph.D.
 Jack W. Pope, Ph.D.
 Lukasz Pruski, Ph.D.
 Virginia Stover, Ph.D.
 Ray H. White, Ph.D.

THE COMPUTER SCIENCE MAJOR

Computer Science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines which manipulate abstract symbols according to specified rules. Therefore, Computer Science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, Computer Science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer Science serves the sciences, engineering and business in providing the means to perform complex calculations and to analyze large amounts of data. Psychology and philosophy share with Computer Science the desire to understand the nature of reason, language, and intelligence.

The most important skills needed by a prospective computer scientist are an excellent command of one's native language, and the ability to think in a mathematical way.

Note: One of the modern high-level programming languages is used in the introductory programming courses, and many of the upper division computer science courses assume a knowledge of one of these languages. Therefore, a knowledge of BASIC, FORTRAN, or COBOL is not a substitute for Computer Science 50 or 51.

199 Independent Study (1-3)

By consent of instructor.

Major requirements

1. Lower division preparation for the major.
 - Computer Science 50 – Computer Programming I (3)
 - Computer Science 51 – Computer Programming II (3)
 - Computer Science 52 – Computer Programming III (3)
 - Computer Science 80 – Introduction to Assembly Language (3)
 - Mathematics 40 – Logic for Mathematics and Computer Science (3)
 - Mathematics 50 – Calculus I (4)
 - Mathematics 51 – Calculus II (4)

Note: Mathematics 40 satisfies the General Education logic competency requirement. Students majoring in Computer Science should take this course instead of Philosophy 1 or 2.

2. Upper division (25 units)

- a. Required courses:
 - Computer Science 100 – Principles of Digital Hardware (4)
 - Computer Science 110 – Operating Systems (3)
 - Computer Science 130 – Data Structures and Algorithms (3)
 - Computer Science 160 – Principles of Programming Languages (3)
 - Computer Science 170 – Automata, Computability, and Formal Languages (3)

It is highly recommended that students take Data Structures and Algorithms soon after completing Computer Science 52.
- b. Nine upper division elective units chosen from:
 - Computer Science 115 – Systems Programming (3)
 - Computer Science 120 – Electronics (4)
 - Computer Science 131 – Numerical Analysis (3)
 - Computer Science 145 – Database Management Systems Design (3)
 - Computer Science 150 – Computer Graphics (3)
 - Computer Science 155 – Digital Modeling and Simulation (3)
 - Computer Science 165W – Software Engineering (3)
 - Computer Science 180 – Algorithms (3)
 - Computer Science 194 – Special Topics (3)
 - Computer Science 199 – Independent Study (1-3)

c. It is highly recommended that Computer Science majors pursue a minor in a related field such as Mathematics, Physics, Engineering, or Business Administration.

d. It is also recommended that Computer Science majors take Mathematics 134 – Combinatorics, for additional background in mathematics.

THE MINORS

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below. In order to meet the special needs of students, the University offers two different minors, one in Computer Science and the other in Information Science.

The Minor in Computer Science

The Computer Science minor is intended for students who have a general interest in the workings and uses of computers. Minimum requirements for the minor in Computer Science are:

- a. Computer Science 50
- b. Computer Science 51
- c. Computer Science 52
- d. Nine additional units, at least six of which are in upper division courses (Computer Science 100 or above), excluding Computer Science 198.

Note: Neither Computer Science 6 nor Computer Science 198 may be applied toward the requirements for the minor in Computer Science.

The Minor in Information Science

The Information Science minor is intended for students who have a special interest in the analysis, design, implementation and use of computer-based information systems and organizations. Minimum requirements for the minor in Information Science are:

- a. Computer Science 50
- b. Computer Science 51

c. Computer Science 52

d. Nine additional units, at least six of which are in upper division courses chosen from:

- 1. The Computer Science offerings listed in this *Bulletin*, excluding Computer Science 6 and Computer Science 198. Computer Science 130 and 145 are highly recommended; and,
- 2. Business Administration 185 – Management Information Systems.

LOWER DIVISION COURSES

6 Introductory Computer Programming (3)

An elementary introduction to computer programming and applications for non-majors and non minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the Computer Science major or minor and is not a substitute for Computer Science 50. (Every semester)

50 Computer Programming I (3)

Algorithms and programming in a structured language; variables, expressions, statements; simple data types; sequence, decision, iteration; functions and procedures; input and output; sequential files; one-dimensional arrays; loop invariants; syntax analysis; and program design, documentation, and debugging. Prerequisite: Mathematics 11 or equivalent. Computer Science 6 is not a prerequisite. (Every semester)

51 Computer Programming II (3)

Continuation of Computer Science 50: floating point issues; two-dimensional arrays; records; linked lists, stacks, and queues; recursion; introduction to abstract data types, object-oriented programming, and algorithm analysis; elementary sorting and searching. Prerequisite: Computer Science 50 or equivalent. (Every semester)

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Computer Science 50 (3) Mathematics 50 (4) GE (9)	SEMESTER I Computer Science 52 (3) Computer Science 80 (3) GE (9)	SEMESTER I Computer Science Upper Division (3-4) GE or Electives (12-15)	SEMESTER I Computer Science Upper Division (9-10) Upper Division Electives (6-9)
SEMESTER II Computer Science 51 (3) Mathematics 51 (4) Mathematics 40 (3) GE (6)	SEMESTER II Computer Science 130 (3) GE (12)	SEMESTER II Computer Science Upper Division (6-7) GE or Electives (9-12)	SEMESTER II Computer Science Upper Division (3) Upper Division Electives (12-15)

52 Computer Programming III (3)

Continuation of Computer Science 51: trees; pseudo-random numbers; hashing; sequential file update; external merging; abstract data types and object-oriented programming; analysis of algorithms; and additional sorting and searching techniques. Prerequisite: Computer Science 51 or equivalent. (Every semester)

60 Programming Languages (3)

Introduction to a particular high-level programming language such as, Ada, C, COBOL, Lisp, or Prolog. Programming assignments appropriate to the language studied. Prerequisite: Computer Science 50 or equivalent. This course does not satisfy any of the requirements for the major in Computer Science.

80 Introduction to Assembly Language (3)

Machine structure; machine language; assembly language instructions and addressing modes; data representations; sub-routines; macros; traps and interrupts; and input and output. Prerequisite: Computer Science 51. (Every Fall)

UPPER DIVISION COURSES**100 Principles of Digital Hardware (4)**

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prerequisites: Computer Science 51 and Mathematics 40 or consent of instructor. (Fall, 1999)

110 Operating Systems (3)

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prerequisites: Computer Science 52, 80, and 100, or equivalent courses. (Fall, 1999; Spring, 2000)

115 Systems Programming (3)

I/O structure and programming; device drivers; structure of execution modules, linkers; reentrant code; operating systems requirements; and case studies. Prerequisites: Computer Science 52 and 80.

120 Electronics (4)

Development of the principles of direct current and alternating current circuits. Electrical measurement techniques; electronics with discrete components active and passive; power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 50 and concurrent registration in Physics 51, Mathematics 14 or 50. Cross-listed as Physics 120.

130 Data Structures and Algorithms (3)

Data structures and their application in programming; balanced trees, priority queues, sets, graphs, abstract data

types and object-oriented programming. Prerequisites: Computer Science 52 and Mathematics 40, or equivalent courses. (Every Spring)

131 Numerical Analysis (3)

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer. Prerequisites: Mathematics 51 and Computer Science 50. Cross-listed as Mathematics 131. (Fall, every year)

145 Database Management Systems Design (3)

Introduction to database concepts; data models; query facilities; and file organization and security. Prerequisite: Computer Science 130. (Fall, even years)

150 Computer Graphics (3)

The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing. Prerequisites: Computer Science 130 and Mathematics 50. (Fall, odd years)

155 Digital Modeling and Simulation (3)

Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prerequisites: Computer Science 52 and Mathematics 51. (Spring, even years)

160 Principles of Programming Languages (3)

The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages. Prerequisite: Computer Science 52; Computer Science 80 is recommended. (Spring, 1999)

165W Software Engineering (3)

Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in a team software project. Prerequisite: Computer Science 130. (Spring, 1999; Spring, 2000)

170 Automata, Computability, and Formal Languages (3)

Finite state machines; formal grammars; computability and Turing machines. Prerequisites: Computer Science 130, or upper division mathematics course. (Spring, 1999)

180 Algorithms (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prerequisites: Computer Science 130 and Mathematics 51. (Spring, odd years)

194 Special Topics (3)

Topics of special interest chosen by the instructor. Prerequisites: Computer Science 52 and consent of the instructor. Computer Science 194 may be repeated for credit with a different topic.

198 Internship (1-3)

Practical experience in the application of the principles of computer science. Students will be involved in a

software or hardware project. Enrollment is arranged on an individual basis according to the student's interest and 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. Computer Science 198 may be repeated for a total of 3 units.

199 Independent Study (1-3)

Individual study including library or laboratory research or program writing. A written report is required. Prerequisites: Computer Science 51 and consent of instructor. Computer Science 199 may be repeated for a total of 3 units.

DIVERSIFIED LIBERAL ARTS

The Diversified Liberal Arts (DLA) major is designed for students interested in obtaining the Multiple Subjects Credential for teaching at the elementary level in California. This major is open **only** to those students intending to pursue the multiple subjects credential. The DLA is offered by the College of Arts and Sciences, but is administered by the School of Education. A complete description of the major requirements may be found in the School of Education section in this *Bulletin*.

Students who are interested in a broadly-based humanities program of study may wish to consider the Interdisciplinary Humanities major listed in this section of the *Bulletin*. The Interdisciplinary Humanities major will not satisfy requirements for the Multiple Subjects Credential.

ENGLISH

Fred Miller Robinson, Ph.D., Chair
 Eren Branch, Ph.D.
 Cynthia Caywood, Ph.D.
 Dennis M. Clausen, Ph.D.
 Victoria Hayne, M.A.
 Ronald H. Hill, Ph.D.
 Joseph McGowan, Ph.D.
 Benjamin M. Nyce, Ph.D.
 W. Douglas Payne, Ph.D.
 Gail Perez, Ph.D.
 Mary Quinn, Ph.D.
 Barton Thurber, Ph.D.
 Sister Elizabeth Walsh, Ph.D.
 Irene Williams, Ph.D.

THE ENGLISH MAJOR

The English major serves students who want to read with understanding, write with clarity and precision, and comprehend the relations between reading and writing. The lower division requirements of the major are meant to develop students' skills in reading and writing – specifically: 1) to train them to analyze, understand, and more fully enjoy structure and meaning in poetry, usually the most challenging genre for students; 2) to further their study of

literary genres – whether drama, narrative, biography, tragedy, comedy, etc. – so that they may understand the power and significance of literary conventions; 3) to introduce them to a literary tradition as it develops over a period of time; and 4) to help them situate their readings in the context of world literature.

The upper division requirements of the major aim to develop students' critical skills in reading and writing as they study a breadth of significant works of literature in English – British, American and postcolonial. Through upper division electives, English majors may wish to pursue an interest generated by survey courses (for example, English 100 and 101) to explore new literatures, to expand their critical thinking through advanced literary theory and prepare for graduate study in English, or to prepare for a vocation in teaching.

The ability to read intelligently and write precisely is essential in every field, and the English major is increasingly valued as a preparation for the professional and business worlds — this in addition to its more traditional value as a subject area for teaching at all levels of education. As English becomes more and more a world language, the English major will continue to increase in significance.

MAJOR REQUIREMENTS

The English major must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:

Lower Division

English 22, and three of the following: 23, 24, 25 and 28.

Upper Division

27 units of upper-division work, including:

English 130W* (3)

English 100 (3) and 101 (3)

English 116 or 117 (3)

A course in American literature before 1914:

English 152, 155, or 156 (3)

Four upper division elective courses (12)

THE MINOR

English 22, and two of the following: 23, 24, 25, 28; either English 100 or 101, and six more upper division units.

COURSES**1 Basic Writing (3)**

A writing workshop to prepare the student to take English 21. Instruction in the fundamentals of various modes of written expression, including work with sentences, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

21 Composition and Literature (3)

Practice in writing and reading, with emphasis on developing skills of close observation, investigation, critical analysis, and informed judgment. Includes writing and rewriting throughout the semester, in response to study of literary texts and genres. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

22 Poetry (3)

An introduction to the forms of poetry written in, or translated into, English. (Every semester)

23 Studies in Genre (3)

Readings in a type of literature, ranging through periods and nationalities, in order to discover its nature. Genres may include: drama; narrative; epic; tragedy; comedy; biography; and others. (Every semester)

24 Studies in Literary Traditions (3)

Readings in a particular body of literature—which may be defined formally, ethnically, topically or otherwise—as it develops over a period of time. Examples: African-American literature, Literary Realism, The Hero, etc. (Every semester)

25 Studies in American Literature (3)

Readings in some period or aspect of the literature of the United States. (Every semester)

28 Studies in World Literature (3)

Readings in some period or aspect of literature outside England and the United States. (Every semester)

31 Children's Literature (3)

Readings in folk and fairy tales, myths and legends, as well as more contemporary and multicultural works. This course does not satisfy the Literature requirement for General Education.

36 Introduction to Creative Writing (3)

A workshop on the theory and practice of imaginative writing, primarily fiction and poetry. Discussion and analysis of student work as well as reading works by contemporary authors.

97 Internship (1)

Practice in various types of writing based on students' experience tutoring in inner-city schools. (Every semester)

100 British Literature to 1800 (3)

A survey of representative texts from the earliest literature in English to 1800. Consideration will be given to the cultural and historical contexts in which the works were written. (Every semester)

R E C O M M E N D E D P R O G R A M O F S T U D Y

Fulfill the lower division requirements in the freshman and sophomore years. Take English 130W as an entry course into the major (see * below). Take English 100 and 101 early in the major, preferably before more specialized courses.

Students should consult the list provided by the English Department each semester at the class reservation period for more details concerning the focus and materials of particular course offerings.

*English majors are required to take this particular W course in fulfillment of their General Education upper division Written Literacy requirement. Any other advanced composition course will fulfill the GE but not the English major requirement. English 130W is an entry-level course, ideally to be taken in the 2nd semester of the sophomore or 1st semester of the junior year. Credential candidates are required to take English 190. It is recommended that students preparing for graduate work in English take English 167 and 198.

- 101 Literature in English from 1800 (3)**
A survey of literature written in English from the Romantics to the present, which may include American works and colonial/postcolonial works (from the Caribbean, Africa, India, etc.) in recognition of the spread of English as a world language. (Every semester)
- 102 Dante (3)**
Dante's *Divine Comedy*, *Vita Nuova* and selected other works in their literary and historical contexts. Texts will be read in English translation.
- 105 Medieval Perspectives (3)**
A study of the medieval imagination through selected major texts from the European Middle Ages.
- 109 Chaucer (3)**
Analysis of selected works of Geoffrey Chaucer. Students will be expected to master the fundamentals of Chaucer's language. (Fall)
- 112 Literature and the Bible (3)**
A study of the literary modes represented in the King James Version of the Bible: myth; epic; history; narrative; wisdom; poetry and prophecy.
- 113 Sixteenth Century Studies (3)**
Readings from the prose and poetry of the 16th century. Authors may include Skelton, Wyatt, Sidney, Spenser, and others. (Fall)
- 116 Shakespeare I (3)**
Studies in the plays of William Shakespeare, with emphasis on the comedies and some attention to the histories and/or romances. (Every semester)
- 117 Shakespeare II (3)**
Studies in the plays of William Shakespeare, with emphasis on the tragedies and some attention to the histories and/or romances. (Every semester)
- 118 Renaissance Drama (3)**
Studies in the plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Spring)
- 119 Seventeenth Century Studies (3)**
Readings in the prose and poetry of the early 17th century. Authors may include Donne, Herbert, Johnson, Browne, Marvell, and others. (Fall)
- 120 Milton (3)**
Readings from the poetry and prose of John Milton, with emphasis on *Paradise Lost*. (Spring)
- 123 Eighteenth Century Studies (3)**
Readings from the prose and poetry of men and women writing between 1660 and 1800. The readings are grounded in the social, intellectual and cultural history of the period. (Spring)
- 126 Restoration and Eighteenth Century Drama (3)**
Readings in the principal dramatic works written and performed between 1660 and 1800. The plays are studied in the context of the social, intellectual and theatrical history of the period. (Every year)
- 128 Early Fiction (3)**
A study of selected fiction written between 1600 and 1820, as well as the cultural and critical contexts which influenced the rise of the novel. (Fall)
- 130W Practical Criticism (3)**
Development of skills in the writing of critical essays through the study of representative critical problems. Coordinated readings in literature and critical texts. For English majors only. (Every semester)
- 142 Nineteenth Century Studies: Romanticism I (3)**
Poetry and prose of the earlier romantic generation, especially Blake, Coleridge, the Wordsworths, and DeQuincey. May also include Continental writers (Schiller, the Schlegels, the early Goethe) and English theorists and essayists (Wollstonecraft, Godwin, Burke). (Every year)
- 143 Nineteenth Century Studies: Romanticism II (3)**
Poetry and prose of the later Romantic generation, especially Byron, the Shelleys, and Keats. May also include Continental writers (Novalis, Pushkin, Lermontov, de Stael) and English theorists and essayists. (Every year)
- 144 Nineteenth Century Studies: Victorian Literature (3)**
Poetry and prose of the Victorian period, especially Carlyle, Tennyson, the Brownings, the Pre Raphaelites, Arnold, Wilde, and the early Yeats. May also include essayists (Ruskin, Newman, Mill, Pater), letters, journals and diaries of the period. (Every year)
- 148 Nineteenth Century Studies: The Novel (3)**
Selected 19th century novels. Writers may include Austen, Dickens, the Brontes, George Eliot, Hardy, Conrad, and others. May also include relevant letters, essays and verse of the period. (Fall)
- 152 American Poetry to 1914 (3)**
A study of Taylor, Emerson, Whitman, Dickinson, Robinson and other poets. (Fall)

155 American Nonfiction to 1890 (3)

Essays, autobiographies, journals, manifestos, travel writings, and reviews. May include works by Edwards, Franklin, Poe, Fuller, Douglass, Emerson, Thoreau, Whitman, and others. (Fall)

156 American Fiction to 1914 (3)

A study of Cooper, Hawthorne, Poe, Melville, Twain, James, Wharton, Dreiser and other fiction writers. (Spring)

157 Modern American Nonfiction (3)

Essays, autobiographies and miscellaneous prose. May include works by Henry James, Henry Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, Sontag, and others. (Spring)

160 Twentieth Century Poetry (3)

Any selection of poets from the early modernists to the present. (Every year)

163 Modern Continental Literature (3)

Readings in Flaubert, Tolstoy, Kafka, Mann, Lorca, Valery, Celine and others since 1850. (Spring)

166 Modern Drama (3)

Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Shepard, Mamet, Churchill, Shange, Wilson, and others. (Fall)

167 Literary Theory and Criticism (3)

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists. Recommended for students planning on graduate work. (Every year)

168 Twentieth Century American Fiction (3)

Major works in relation to issues in modern American literature and culture, which may include fiction by Wharton, Hemingway, Faulkner, Fitzgerald, Porter and more contemporary authors. (Fall)

169 Twentieth Century British Fiction (3)

Authors may include Conrad, Lawrence, Joyce, Forster, Cary, Lessing and others. (Spring)

175W Advanced Composition (3)

A workshop course for non-English majors in the writing of expository, descriptive and critical prose. (Every semester)

176 Creative Writing (3)

Advanced workshop in the writing of poetry, fiction or drama. Discussion and analysis of work submitted by students. (Spring)

185 Contemporary Fiction (3)

Selected works of recent fiction from around the world. (Every year)

190 History of the English Language (3)

This course will trace the history of the English language from its origins in the movement of Germanic tribes into Britain c. 449 until the present. The evolution of the sounds of English, the grammar, syntax, and vocabulary will be analyzed through time (Migration period, coming of Christianity, Viking raids, Norman conquest, Age of Empire, New World Englishes, World Englishes). Particular attention will be given to dialectology, etymology, and the linguistic analysis of literary texts.

190E Development of the English Language (3)

A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary and forms, and study of current theories concerning English grammar. Required of teacher credential candidates. (Every semester)

195 Colloquium (3)

Courses that treat a special topic or genre or author(s). See departmental list of course offerings each semester.

194 The Teaching of Writing (3)

A workshop course in the teaching of expository prose. Prerequisite: Advanced composition. (Every year)

197 Internship (1-3)

Selected internships for practical experience in the community, including teaching, writing, assisting in magazine production, tutoring in inner-city schools, etc. Opportunities vary. (Every semester)

198 Senior Project (3)

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking and the writing process. Students will share their findings. Prerequisite: Acceptance of project proposal by instructor. Recommended for students planning on graduate work. (Fall)

199 Independent Study (1-3)

Arranged with the agreement of an instructor and the consent of the department chair.

ENVIRONMENTAL STUDIES

Hugh I. Ellis, Ph.D., Director
 Michel A. Boudrias, Ph.D.
 Sarah C. Gray, Ph.D.
 Ronald S. Kaufmann, Ph.D.
 Anne A. Sturz, Ph.D.

THE ENVIRONMENTAL STUDIES MAJOR

The Environmental Studies major, offered by the Marine and Environmental Studies program, represents an interdisciplinary approach to the environment from both a natural science and a social science perspective. This major is intended to provide a scientific understanding of the environment for students going on to work in the areas of policy and management of natural resources. Students majoring in Environmental Studies will be prepared to go on to graduate studies in Environmental Policy or Management, to the social sciences or business, to law school, to environmental studies resources management, or to a position in business. Students intending to work in Environmental Science should major in a natural science (Biology, Chemistry, Marine Science, or Physics) and elect the Environmental Science minor.

The Environmental Studies major offers a curriculum which includes a core of upper division science and social science courses. To develop sufficient depth in the particular social science, a minor is required to be chosen from the list below. Students with policy interests should consider the Political Science or International Relations minor. Students with management interests should consider the Economics or Business Administration minor. The choice of minor must be in consultation with an Environmental Studies advisor. An advisor for the minor will be assigned by the Director of the Program.

Preparation for the Major

Lower Division

Lower division courses required of Environmental Studies majors include:

MARS 20—Introduction to Physical Oceanography (4)

Either

MARS 21 – Life in the Ocean and

ENVI 2 (=BIO 2) – Ecology and Environmental Biology

or

BIO 19 – Genetics, Ecology, and Evolution and

BIO 21/21L – Biology of Organisms (6-7)

ENVI 10 – Introduction to Physical Geology (4)

ENVI 30 – Environmental Issues (3)

Either

CHEM 3 – Fundamentals of Chemistry (if unavailable, an alternative is CHEM 1E – Chemistry and Society with laboratory)

or

CHEM 10A/11A – General Chemistry with laboratory (3-4)

ECON 11 – Microeconomics (3)

ECON 12 – Macroeconomics (3)

ENVI 15 – Introduction to Maps and Spatial Data (1)

Either

BUS 16 – Quantitative Business Analysis

or

POL 5 – Research Methods (3)

Total Preparation Units: 30-32

Major Requirements

Upper Division

Upper division requirements of the Environmental Studies major include:

ENVI 105 – Environmental Assessment Practices (3)

ENVI 115 – Geographic Information Systems (3)

MARS 131 – General Oceanography (4)

MARS 157 – Marine Environment (3)

ENVI 185 – Environmental Geology (4)

MARS 195 – Senior Seminar (1)

Students electing either a Business or Economics minor must choose either:

ECON 108 – Environmental and Natural Resource Economics

or

BUS 143 – Environmental Management (3)

Students electing either a Political Science or International Relations minor choose either:

POL 129 – Law of the Sea

or

POL 135 – Politics and the Environment (3)

Elective – Chosen from list below (3)

Required Upper Division Units: 29-30

Elective (with appropriate prerequisites)

ECON 108 – Environmental and Natural Resource Economics (3)

BUS 143 – Environmental Management (3)

POL 129 – Law of the Sea (3)

POL 135 – Politics and the Environment (3)

HIST 170 – American Environmental History (3)

PHIL 138 – Environmental Ethics (3)

MARS 174 – History of Oceans and Climate (3)

MARS/ENVI – Elective (3)

Accompanying Required Minor chosen from one of the following:

Political Science

POL 1 – Introduction to Political Science (3)

POL 15 – American Politics (3)

POL 108 – History of Political Thought (3)

Either

POL 129 – Law of the Sea (3)

or

POL 135 – Politics and the Environment (3)

POL 130 – International Political Economy (3)

POL Elective (3)

International Relations

POL 15 – American Politics (3)

POL 20 – International Politics (3)

POL 127 – International Law (3)

Either

POL 129 – Law of the Sea (3)

or

POL 135 – Politics and the Environment (3)

POL 130 – International Political Economy (3)

POL Elective (3)

Economics

ECON 51 – Intermediate Macroeconomics (3)

ECON 52 – Intermediate Microeconomics (3)

ECON 170 – Applied Econometrics (3)

ECON 108 – Environmental and Natural Resource

Economics (3)

ECON Electives (6-9)

Business Administration

ACCT 1 – Principals of Accounting I (3)

BUS 100 – Managing People in Organizations (3)

ECON 133 – International Economics (3)

ECON 108 – Environmental and Natural Resource

Economics (3)

BUS Electives (6-9)

A maximum of four units of Environmental Studies 196, 198, and 199 may be used in any combination to satisfy the course requirements of the major.

THE ENVIRONMENTAL STUDIES MINOR

The Environmental Studies minor is intended to accompany majors in the liberal arts, business, or education. This minor is intended to provide particular skills that will help a student outside the natural sciences work in fields related to environmental policy or management. This minor requires consultation with the Environmental Studies advisor prior to registering for ENVI 30. A minimum of 18 units outside the students' major is required. Students intending to work in Environmental Science should consider combining a major in a natural science with the Environmental Science minor.

Required Courses

Lower Division

Lower division courses required of Environmental Studies Minor include:

ENVI 2 (=BIO 2) – Ecology and Environmental Biology (3)

Either

ENVI 8 – Physical Environment

or

ENVI 10 – Introduction to Physical Geology (3-4)

RECOMMENDED PROGRAM OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Preceptorial (Environmental Studies 10) (3)	Environmental Studies 30 (3)	Environmental Studies 15 (1)	Marine Science 157 (3)
Marine Science 21 or Biology 19 (3-4)	Chemistry 3 or 10A/11A (3-4)	Marine Science 131	Marine Science 195 (1)
Economics 11 (3)	Minor (3)	Political Science 129 or 135 (3)	Minor (6)
GE (6)	GE (6)	Minor (3)	GE or Electives (6)
		GE (3)	
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Environmental Studies 12 (=Biology 2) or Biology 21/21L (3-4)	Marine Science 20 (4)	Environmental Studies 115 (3)	Environmental Studies 185 (4)
Economics 12 (3)	Business 16 or Political Science 5 (3)	Environmental Studies 105 (3)	Major Elective (3)
GE (12)	Minor (3)	Economics 108 or Business 143 (3)	GE or Electives (9)
	GE (6)	Minor (3)	
		GE (3)	

Note: This paradigm is only a suggestion; course availability and schedule conflicts may require modification. Always consult your advisor, including your minor advisor, before registering for courses.

ENVI 30 – Environmental Issues (3)
 (Prerequisites for ENVI 30: ENVI 2 and either ENVI 8 or ENVI 10)

Upper Division Core Courses

ENVI 105 – Environmental Assessment Practices (3)
 6 units electives from the following (Note: Some electives have prerequisites)
 ENVI 15 and ENVI 115 – Geographic Information Systems (4)
 ENVI 185 – Environmental Geology (4)
 POL 135 – Politics and the Environment (3)
 ECON 108 – Environmental and Natural Resource Economics (3)
 BUS 143 – Environmental Management (3)
 HIST 170 – American Environmental History (3)
 ENVI 198 – Internship (3 units maximum; see course description) (1-3)

THE ENVIRONMENTAL SCIENCE MINOR

The Environmental Science minor is available only to students majoring in natural science: Biology, Chemistry, Marine Science, or Physics. It is presumed that all students taking this minor have one semester of Calculus, two semesters each of Biology (19 and 21/21L), Chemistry (10A/B, 11A/B), and Physics (42/43 or 50/51). Consequently, these courses do not appear below in the preparation for the minor. This minor is intended to provide particular skills that will help a student in the sciences work in an environmental field. Students will be expected to take at least one upper division course cross-listed between their major and either Marine Science or Environmental Studies; this course will be counted as part of the student's major. Marine Science students must select a course cross-listed in Environmental Studies only, except with consent of the Director.

Required Courses

Lower Division

Lower division courses required of the Environmental Science minor include:

ENVI 10 – Introduction to Physical Geology (4)
 ENVI 15 – Introduction to Maps and Spatial Data Analysis (1)
 ENVI 30 – Environmental Issues (3)
 (Prerequisites for ENVI 30: BIO 19 and ENVI 10)

Upper Division Core Courses

ENVI 105 – Environmental Assessment Practices (3)
 ENVI 115 – Geographic Information Systems (3)

4 units of electives from the following:

(Note: Some electives have prerequisites)
 ENVI 185 – Environmental Geology (4)
 MARS 157 – Marine Environment (3)
 MARS 174 – History of the Oceans and Climate (3)

POL 135 – Politics and the Environment (3)
 ECON 108 – Environmental and Natural Resource Economics (3)
 HIST 170 – American Environmental History (3)
 ENVI 198 – Internship (3 units maximum, see course description) (1-3)

Cross-listed courses

BIO 164 – Conservation Biology (3)
 BIO 161 – Ecological Communities of San Diego County (2)
 CHEM 150 – Chemical Ecology (3)
 MARS 168 (=BIO 168) – Marine Ecology (3)
 MARS 171 – Near Shore Processes (4)
 MARS 174 – History of the Oceans and Climate (3)
 PHYS 177 (=MARS 177) – Introduction to Fluids (3-4)
 PHYS 179/179L (=MARS 179/179L) – Atmospheric Science (4)

COURSES

2 Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratories will include field trips, one of which will be an overnight trip to the desert. This course satisfies the General Education requirement for a Life Science and a laboratory. Two lectures and one laboratory per week. Cross-listed as Biology 2. (Every semester)

5 Weather and Our Atmosphere (3)

An introduction to the nature of our atmospheric environment. This course will include topics such as weather, storms, air pollution, climate, climate change, and interpretation of satellite images. Special attention will be given to issues such as our influence on our atmosphere and climate and the impact of the atmosphere, weather and climate on us. There are no science prerequisites. Two lectures and one three hour laboratory per week. This course satisfies the Physical Science General Education requirement with laboratory. Cross-listed as Physics 5.

8 The Physical Environment (3)

A study of the physical environment of the earth and our place in that environment. Introductory earth science and environmental geology will be included. Two lectures and one laboratory per week and some field experience, which may include an overnight trip. May be used to satisfy a Physical Science General Education requirement. May not serve as an introductory course in Marine Science or Ocean Studies. Not open to students with credit for Environmental Studies 10. (Every semester)

10 Introduction to Earth Sciences (4)

Lecture and field investigations of geologic processes and geologic history. Laboratories will include fieldwork; an overnight trip may be required. This course satisfies the General Education requirement for a Physical Science with a laboratory. Not open to students with credit for Environmental Studies 8, except with consent of the director of the program. Three lectures and one laboratory per week.

15 Introduction to Maps and Spatial Data Analysis (1)

Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. No lecture; one laboratory per week. Prerequisite: Mathematics 11.

30 Environmental Issues (3)

This course is a consideration of environmental problems that confront our society today. By looking at a few 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 is meant to be the gateway to the Environmental Studies minor; students are encouraged to take it before taking other courses in the program. This course does NOT satisfy any General Education requirement. Three hours of lecture. Prerequisites: Environmental Studies 8 or 10 and Biology 2 (=Environmental Studies 2) or 19.

105 Environmental Assessment Practices (3)

An interdisciplinary approach to environmental decision-making. An introduction to the law relative to environmental impact reports, their contents and development. Prerequisites: Either Environmental Studies 8 or 10 and a life science, preferably ecology (Biology 2 or 160).

108 Environmental and Natural Resource Economics (3)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include: the intertemporal allocation of depletable resources; the economics of fisheries and forestry; issues in the distribution and use of water resources; the economics of recycling and waste disposal; and economic perspectives on global warming and ozone depletion. Prerequisite: Economics 11.

115 Introduction to GIS (3)

Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include urban planning, land use classification, biomass analysis, crop monitoring, forest

resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcView and ArcInfo software. Two hours of lecture and one laboratory per week. Prerequisites: Mathematics 11 and Environmental Studies 15 or consent of instructor.

150 Chemical Ecology (3)

A study of the chemical interactions between organisms and their environment. This course is concerned with pheromones and allelochemicals, how they are assayed, purified, isolated, and characterized. Tactical, stereospecific syntheses of these compounds are discussed. Three lectures weekly. Prerequisite: Chemistry 101B or 103B. Cross-listed as Chemistry 150. (May not be offered every year)

161 Ecological Communities of San Diego County (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly. Cross-listed as Biology 161.

164 Conservation Biology (3)

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three lectures per week. Prerequisite: Biology 19, 21, and 21L; Biology 101 recommended. Cross-listed as Biology 164.

171 Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include: currents and ocean circulation patterns on the continental shelf; coastal erosion and deposition; river flux and its influence on the chemical composition of seawater; sediment transport; and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: Marine Science 20, Chemistry 10B/11B, and Physics 42 or 50. Cross-listed as Marine Science 171.

181 Optical Petrography (4)

The study of minerals, rocks, and soils in hand specimen and thin section. The main objective of this course is to impart an applied and theoretical knowledge of petrographic microscopy and the use of the polarizing microscope as a tool for the identification and classification of minerals and rocks. Topics will include origin, structure, and history of igneous and metamorphic rocks. Two lectures and two laboratories

per week. Prerequisites: Environmental Studies 10 and Physics 43 or 51 or consent of instructor.

184 Sedimentology and Stratigraphy (4)

Identification and classification of sediments, sedimentary rocks, and sedimentary depositional systems. Oceanic and terrestrial environments will be considered as well as sedimentary history and paleobiogeography. Three lectures and one laboratory per week. Prerequisites: Environmental Studies 10, Marine Science 20; Marine Science 21 or Biology 21/21L recommended. Cross-listed as Marine Science 184.

185 Environmental Geology (4)

This course will provide an in-depth examination of the geologic principles and issues pertinent to the environmental consulting industry. It will include a discussion of geologic hazards including floods, mass wasting, earthquakes, and erosion. An examination of the geology of groundwater occurrence, groundwater flow, and groundwater development and management will also be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisites: Environmental Studies 10 and Mathematics 11 or calculus; or consent of instructor.

194A-E Special Topics in Environmental Studies (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper division standing and consent of instructor or director of Marine and Environmental Studies; other prerequisites may be listed in the *Directory of Classes*.

196 Research (1-2)

Directed research in environmentally related areas of the student's choosing. Since many of the projects may be interdisciplinary in nature, the student must contact the director of Marine and Environmental Studies well in advance of enrolling in the class.

197 Undergraduate Laboratory Assistant (1)

Assist laboratory instructor in all aspects of an Environmental Studies laboratory. Prerequisite: Consent of instructor. Unit counts toward graduation, but not toward major/minor.

198 Internship (1-2)

Experience in the practical and experimental application of the field. Students will be involved in research projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. Two units taken in consecutive semesters recommended, but variations can be arranged with instructor of Director in advance. Maximum of three units. Pass/Fail only.

199 Independent Study (1-2)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report suitable for inclusion in the Environmental Studies Library. Prerequisite: Consent of the director of Marine and Environmental Studies.

ETHNIC STUDIES

Program Coordinators

Gail Perez, Ph.D., English

Eugene Labovitz, Ph.D., Sociology

Core Faculty

Orlando Espín, Ph.D., Theological and Religious Studies

Michael Gonzales, Ph.D., History

Michael Ichiyama, Ph.D., Psychology

Evelyn Kirkley, Ph.D., Theological and Religious Studies

Judith Liu, Ph.D., Sociology

THE ETHNIC STUDIES MINOR

Ethnic Studies is an interdisciplinary program that allows students to study in depth both the historical formation of ethnic groups in American society and the cultural productions of these groups. The focus of the program is on African Americans, Asian/Pacific Islander Americans, Chicanos/Latinos, and Native Americans. Its goals and objectives include the following: 1) to study, in a

rigorous way, historically underrepresented ethnic and racial groups in the context of U.S. development; 2) to allow all students to have access to this understanding and to provide an opportunity for students of color to study their own history and culture; 3) to use this knowledge to promote cross-cultural understanding and better understand the problems and challenges of contemporary society; and 4) through the community service or internship component of the program, to establish ties between the local community and students.

The Ethnic Studies minor is an 18 unit program that includes the following:

1. Ethnic Studies 1 – Introduction to Ethnic Studies;
2. Two elective courses from the Humanities taken from the courses listed below from this *Bulletin* or from the supplemental list generated each semester by the program committee;
3. Two elective courses from the Social Sciences taken

from the courses listed below from this *Bulletin* or from the supplemental list generated each semester by the program committee;

- 3-9 units of lower division work, and 9-15 units of upper division course work are required;
- One elective course which must focus on a core group (e.g. African Americans) taken from the courses listed below from this *Bulletin* or from the supplemental list generated each semester by the program committee;
- Ethnic Studies 197 - Advanced Ethnic Studies

COURSES

1 Introduction to Ethnic Studies (3)

An interdisciplinary introduction addressing key issues regarding identity and definition among diverse cultures. The emphasis is on African Americans, Chicanos/Latinos, Native Americans, and Asian/Pacific Islander Americans, but includes discussion of other groups in the United States. A comparative, historical framework is used to examine such topics as language, family interactions, spirituality, economic and social locations, political aspirations, self-definition, and values.

197 Advanced Ethnic Studies (3)

A seminar devoted to advanced study, including theoretical and methodological concerns in Ethnic Studies. While the course will have a required community service learning component, it is also intended to allow students to create their own research projects.

COURSES APPROVED FOR THE ETHNIC STUDIES MINOR

Courses currently in the *Undergraduate Bulletin* are offered on a regular schedule that count toward the Ethnic 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 or designated advisors. Please see the full course description under the appropriate departmental listing.

- Anthropology 162 – Artisans of the American Southwest
- Communication Studies 175 – Intercultural Communication
- English 195 – Topics in American Ethnic Literature
- English 195 – Toni Morrison's Fiction
- English 195 – Literature of the Borderlands
- English 195 – Immigrant, Migrant, and Indigenous Lives
- English 195 – California Dreams From Ramona to Rodney King
- History 180-181 – The American West I and II
- History 183 – Chicano History
- History 188-189 – History of California I and II
- Political Science 194 – Immigration
- Psychology 194 – Culture and Mental Health
- Psychology 194 – Health Psychology of Women and Minorities
- Religion 121 – Afro-Latin Religions
- Religion 158 – U.S. Latino Catholicism
- Religion 194 – Native American Religious Experiences
- Sociology 131 – Race and Ethnic Relations
- Sociology 194 – Asian Americans

FOREIGN LANGUAGES AND LITERATURES

Kimberly A. Kowalczyk, Ph.D., Chair

The Department of Foreign Languages and Literatures supervises the Bachelor of Arts degree programs in French and Spanish, a minor in German and Italian, and courses in classical Greek, Latin and Japanese. The department participates in the Latino Studies program.

Proficiency in a foreign language is one of USD's General Education requirements. By proficiency is meant a general communicative competence, that is, the ability to speak, understand, read and write the language that the stu-

dent chooses to study. To that end, foreign language study at USD is uniformly conducted on the Intensive Language Model in the first two semesters, an approach to language learning which emphasizes the active use of the language being learned. Master classes of strictly limited size, small practice sessions, and a thoroughly interactive atmosphere are the hallmarks of USD's approach. At the time of their enrollment at USD, students with previous language study will be placed at the level suited to the effective completion of the USD foreign language requirement.

RECOMMENDED PROGRAM OF STUDY

All students should fulfill the language requirement in the freshman and sophomore years and are strongly encouraged to plan their on-campus course of study with a view to spending at least one semester in a study abroad program. Course listings of affiliated study abroad programs are available from the Study Abroad Office, Founders Hall 106.

Students who have yet to fulfill the language requirement upon entering USD will be placed in Language I or II. Enrollment in Language III requires either successful completion of a USD Level II class of the same language or demonstration of adequate proficiency by passing a USD placement test. Students found to be at a level inappropriate to their background and skills will be placed at the appropriate level by the instructor or the department.

Students who have completed three semesters of transferable college-level courses in a language prior to enrolling at USD will automatically meet the language requirement upon transfer of the courses. USD students who wish to take Language III at another institution and transfer that course to USD must take Language II at USD or demonstrate Language II proficiency by passing a USD placement test prior to taking Language III at another institution.

FRENCH

Jacques Wendel, Ph.D., Area Coordinator

Michèle Magnin, Ph.D.

Richard J. Stroik, Ph.D.

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, and travel, but also in industry, ecology, economics, and commerce. 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, and diplomats.

For French majors, another major is recommended as well as at least a minor in another language (English, German, Italian, Spanish) and a background of Latin.

Students are strongly encouraged to take advantage of the USD International Study Programs described earlier in this *Bulletin*.

Preparation for the Major

A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major

The 24 units of upper division work should include French 101 and 103 or their equivalent. A minimum of 15 upper division units must be taken on campus.

The Minor

Two options are available:

1. 18 units: at least nine of the 18 units must be in upper division courses: French 101, 103, 104, and 112 are recommended.
2. 12 units of upper division courses. Prerequisites: Fourth semester competency in French and approval by

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

department chair.

A minimum of six upper division units must be taken on the San Diego campus.

Lower Division Courses

1 Elementary French I (3)

First course in French. Introductory course to French life, language and grammar with stress upon pronunciation and aural comprehension. Meets 5 times a week. (Every semester)

2 Elementary French II (3)

Second course in French. Essentials of French grammar together with writing, reading, pronunciation and comprehension. Prerequisite: French 1 or equivalent. Meets 5 times a week. (Every semester)

3 Intermediate French III (3)

Third course in French. Confirmation and extension of rules of French grammar; intensive oral, aural and written practice. Track B (Business, see below) is open to all students and prepares equally well for next language level. Prerequisite: French 2 or equivalent. (Every semester)

3-B Business French III-B (3)

Intermediate Level. Third course in French. A review of French grammar and sentence structures. Practice in oral and written French at the intermediate level. The context of the course is French for business. Vocabulary and readings will also enhance ability to communicate in every day situations. Prerequisite: French II or equivalent.

4 Intermediate French IV (3)

Fourth course in French. Oral and written practice on French idiomatic expression and syntax. Emphasis on accuracy and fluency. Conversation and composition on elements of French culture. Prerequisite: French 3, 3-B, or equivalent. (Every semester)

99 Advanced French Conversation (3)

Fluent critical discussion on selected topics on all aspects of French civilization through modern texts. Prerequisite: French 4 or equivalent.

Upper Division Courses

101 Advanced Composition (3)*

Advanced oral and written practice in current French idioms. Required for all advanced courses except French 103, 104 and 112. Prerequisite: French 4 or equivalent.

102 "Explication de textes" (3)

Oral and written studies of literary masterpieces. Introduction to dissertation. Prerequisite: French 101 or equivalent.

103 Cultural Backgrounds of French Civilization (3)*

Survey of the social, cultural and artistic manifestations in French from the middle ages to the present.

Prerequisite: French 4 or equivalent.

104 Introduction to French Literature (3)

A study of the history and principal masterpieces of French literature from the middle ages to the present.

Prerequisite: French 4 or equivalent.

111 Masterpieces of French Literature (3)

Study in depth of style and content of selected works. List of readings to be established by the professor.

Prerequisite: French 101 or equivalent.

112 French Phonetics and Phonology (3)*

An intensive study of French sounds, diction, and speech and their practical applications. Prerequisite: French 4 or equivalent.

115 Aspects of Contemporary French Culture and Civilization (3)

An in-depth study of major facets of the modern French way of life, with special emphasis on the problems resulting from the rapid evolution of the past thirty years.

Prerequisite: French 101 or equivalent.

118 French Women Writers (3)

Study of representative works of French women writers from Marie de France to the present in their historical and social milieu. Prerequisite: French 101 or equivalent.

121 Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" (1610) (3)

Legend and reality that established France through the centuries. Language, faith and reason that made her spirit live; history and society; ideas and ideals.

Prerequisite: French 101 or equivalent.

122 Literature and Civilization of France, from its Glory to the 1789 Revolution (3)

Study of all aspects of the human milieu (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about. Prerequisite: French 101 or equivalent.

123 Literature and Civilization: From the French Revolution to the First World War (3)

Study of the political, economic, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time. Prerequisite: French 101 or equivalent.

124 Literature and Civilization of France after 1914 (3)

Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and arts as a reflection and expression of a changing society. Prerequisite: French 101 or equivalent.

126 Study of the Literary French Genres (3)

Poetry, theater and prose seen through selected Masterpieces with a critical approach particular to each of them. Prerequisite: French 101 or equivalent.

130 France Through its Theatre (3)

Study of selected masterpieces of dramatic literature that vividly reflect France's people and culture and their evolution through the ages. Prerequisite: French 101 or equivalent.

140 Literature of French Expression Outside of France (3)

The notions of "Francophonie." Readings from different areas of concentration: Belgium, Switzerland, Canada; literature and civilization of those countries. Prerequisite: French 101 or equivalent.

141 Literature of French Expression Outside of France (3)

The notions of "Négritude." Readings from different areas of concentration: Martinique, Madagascar, North Africa, Black Africa and others; literature and civilization of these countries. Prerequisite: French 101 or equivalent.

193 Field Experience in French (1)

Placement in a community agency where developed language skills will be utilized. A maximum of two units may be applied toward the major; none toward the minor. Prerequisite: Approval by department chair.

199 Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. Prerequisite: Approval by department chair.

GERMAN

Brigitte L. Heimers, Ph.D., Area Coordinator

The primary objective of the German program is to create a rewarding experience in language, culture and civilization and to provide students with a marketable skill in their careers in the fields of industry, economics and commerce as well as the sciences, the humanities and international relations. From a business point of view, German is one of the most important languages in the world.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

Students are strongly encouraged to take advantage of the USD International Study Programs described earlier in this *Bulletin*.

The Minor

Two options are available:

1. 18 units: at least nine of the 18 units must be in upper division courses.
2. 12 units of upper division courses. Prerequisite: Fourth semester competency in German and approval by department chair.

A minimum of six upper division units must be taken on the San Diego campus.

Lower Division Courses

1 Elementary German I (3)

First course in German. Essentials of basic grammar with stress upon pronunciation, reading and aural comprehension. Meets 5 times a week. (Every semester)

2 Elementary German II (3)

Second course in German. A continuation on the basis of German I with emphasis on reading, writing, grammar, pronunciation, elementary conversation. Prerequisite: German I or equivalent. Meets 5 times a week. (Every semester)

3 Intermediate German III (3)

Third course in German. Complete review of grammar and syntax. Intensive oral and written practice to develop accuracy and fluency in the use of the language, stressing the grammatical aspects of German to master a basic, habitual proficiency in reading, writing and comprehension; cultural aspects of German life. Track B (Business, see below) is open to all students and prepares equally well for the next language level. Prerequisite: German 2 or equivalent. (Every semester)

3-B Business German III-B (3)

Intermediate Level. Third course in German. A review of German grammar and sentence structures. Practice in oral and written German at the intermediate level. The context of the course is German for business. Vocabulary and readings will also enhance ability to communicate in every day situations. Prerequisite: German II or equivalent.

4 Intermediate German IV (3)

Fourth course in German. A continuation of German 3; increased emphasis upon the study of German life, history and society. Prerequisite: German 3, 3-B, or equivalent. (Every year)

7 Scientific German (3)

Readings taken from the fields of mathematics, natural sciences, behavioral sciences as well as philosophy and religion. Outside readings of periodicals and related articles with written reports. Review of highlights in German grammar as needed. Prerequisite: German 2 or equivalent.

99 Advanced Conversation (3)

Views and insights into topics and issues which occupy students personally and as members of society. Course will include a study of journalistic German for a greater appreciation of contemporary issues in German life. Prerequisite: German 3 or equivalent.

Upper Division Courses

101 Advanced Composition (3)*

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: German 4 or equivalent. German 101 or equivalent is prerequisite for all advanced courses.

102 Readings in German Literature (3)

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: German 101 or equivalent.

103 Cultural Backgrounds of German Civilization (3)*

Survey of the social, cultural, and artistic manifestations in German from the origins to the present. Prerequisite: German 4 or equivalent.

104 Commercial Correspondence and Advanced Business German (3)

Oral and written *Geschäftsdeutsch* with special attention to accurate and idiomatic expressions used in economics, business, professional and technical fields with an insight into Germany's place in the European Common Market and the World Market. Extensive practice in writing business letters in the various fields of commerce. In addition, this course provides students with an option to achieve an international skills certificate, that is to prepare for the exam of the 'Diplom Wirtschaftdeutsch für die USA,' offered as a cooperative project by the American Association of Teachers of German, the German American Chamber of Commerce, Inc., and the Goethe Institute. Business majors may take German 104 in place of German 101. Prerequisite: German 4 or consent of instructor.

111 German Literature from Goethe to Nietzsche (3)

Survey of German literature from Goethe to Nietzsche (1900). A study of the principal aspects and masterpieces

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

of German literature of each period; historical and linguistic development of German culture. Prerequisite: German 101 or equivalent.

112 German Literature from 1900 to the Present (3)*

A survey of German literature from 1900 to the present. Important movements, authors and works in German literature since the turn of the century. Prerequisite: German 101 or equivalent.

124 Literature of the Romantic Movement (3)

The chief literary groups and personalities of the 19th Century. Discussion of the ideas and aesthetic problems reflected in their works. Outside readings and reports. Prerequisite: German 101 or equivalent.

193 Field Experience in German (1)

Placement in a community agency where developed language skills will be utilized. Not applicable toward the minor. Prerequisite: Approval by the department chair.

194 Topics in German Literature (3)

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic and Romantic, Realism, Naturalism and Modern works of the 20th century; themes, authors, genres. This course may be repeated for credit when the topic changes. Prerequisite: German 102 or equivalent.

199 Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor. Prerequisite: Department chair's approval.

CLASSICAL GREEK

1 Elementary Greek I (3)

First course in Greek. Introduction to Ancient (Attic) Greek. The fundamentals of Ancient Greek morphology, syntax and vocabulary with emphasis on the use of the language as it appears in the literature of 5th century Athens and the Bible. Study of English vocabulary derived from Greek.

2 Elementary Greek II (3)

Second course in Greek. A continuation of Greek I. Further study of morphology and syntax of Ancient (Attic) Greek. Easier readings excerpted from the writings of Aesop, Apollodorus and Xenophon. Extended passages from the New Testament. Prerequisite: Greek I or equivalent.

3 Intermediate Greek III (3)

Third course in Greek. Review and further study of grammar and vocabulary of Ancient (Attic) Greek. Readings taken from the Apology, Crito, and Phaedo of Plato, and the Bible. Introduction to the epic poetry of Homer. Prerequisite: Greek II or equivalent.

ITALIAN

Susan Briziarelli, Ph.D., Area Coordinator

The Minor

Two options are available:

1. 18 units; at least nine of the 18 units must be in upper division courses.
2. 12 units of upper division courses. Prerequisite: Fourth semester competency in Italian and approval by department chair.

A minimum of six upper division units must be taken on the San Diego campus.

Students are strongly encouraged to take advantage of the USD International Study Programs.

Lower Division Courses

1 Elementary Italian I (3)

Essentials of Italian grammar together with stress upon pronunciation, reading and aural comprehension. (Meets 5 times a week)

2 Elementary Italian II (3)

Second course in Italian. Same basic orientation as in Italian I. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Prerequisite: Italian I or equivalent. (Meets 5 times a week)

3 Intermediate Italian III (3)

Third course in Italian. Review of grammar and syntax. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Track B (Business, see below) is open to all students and prepares equally well for the next language level. Prerequisite: Italian 2 or equivalent.

3-B Business Italian III-B (3)

Intermediate Level. Third course in Italian. A review of Italian grammar and sentence structures. Practice in oral and written Italian and at the intermediate level. The context of the course is Italian for business. Vocabulary and readings will also enhance ability to communicate in every day situations. Prerequisite: Italian II or equivalent.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

4 Intermediate Italian IV (3)

Fourth course in Italian. Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language. Prerequisite: Italian 3, 3-B, or equivalent.

30 Intermediate Conversation (3)

Intensive drill in spoken Italian based on assigned topics. Prerequisite: Italian 3 or 4 equivalent.

Upper Division Courses

101 Advanced Composition (3)

Further development of oral and writing skills. Continued study of the grammatical structure of Italian with emphasis on idiomatic expressions and syntax. Reading of modern authors to consolidate the learning of idiomatic expressions and prepare for literature classes. Prerequisite: Italian 4 or equivalent.

103 Introduction to Italian Civilization and Culture (3)

General study of the history, geography and artistic contributions of Italy through texts and audio visual materials. Survey of modern life in Italy. Prerequisite: Italian 4 or equivalent.

104 Survey of Italian Literature (3)

Study of the literary history and major masterpieces of Italian literature from the Middle Ages to the present. Prerequisite: Italian 4 or equivalent.

111 Masterpieces of Italian Literature (3)

Study in depth of style and content of selected modern works. Prerequisite: Italian 4 or equivalent.

193 Field Experience in Italian (1)

Placement in a community agency where developed language skills will be utilized. Not applicable toward the minor. Prerequisite: Approval by department chair.

194 Topics in Italian Literature (3)

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes and authors. May be repeated for credit when the topic changes. Prerequisite: Italian 104, 111 or equivalent.

199 Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor. Prerequisite: Department chair's approval.

JAPANESE

1 Elementary Japanese I (3)

First course in Japanese. An introduction to the four basic language skills: listening, speaking, reading and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials required. Prerequisite: None. Meets 5 times a week. (Fall)

2 Elementary Japanese II (3)

Second course in Japanese. Continuation of Japanese I. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana and introduction of fifty Chinese characters, used in context). Relationship between language and culture. Laboratory practice continued. Prerequisite: Japanese 1 or equivalent. Meets 5 times a week. (Spring)

3 Intermediate Japanese III (3)

Third course in Japanese. Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Laboratory practice continued. Prerequisite: Japanese 2 or equivalent. Meets 5 times a week. (Fall)

4 Intermediate Japanese IV (3)

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Work in language laboratory required. Prerequisite: Japanese 3 or equivalent. Meets 5 times a week. (Spring)

LATIN

1 Elementary Latin I (3)

First course in Latin. Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

2 Elementary Latin II (3)

Second course in Latin. A continuation of Latin 1. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: Latin 1 or equivalent.

3 Intermediate Latin III (3)

Third course in Latin. Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. Prerequisite: Latin 2 or equivalent.

4 Intermediate Latin IV (3)

Introduction to Latin literature. Designed for those who have completed three semesters of the grammar sequence, this course exposes students to a variety of classical and medieval authors through graded readings.

Review of grammar as needed. Emphasis on cultural and historical aspects. Prerequisites: Latin 3 or equivalent.

SPANISH

Kimberly A. Kowalczyk, Ph.D., Area Coordinator
 Robert R. Bacalski, Ph.D.
 Antonio J. Jiménez, Ph.D.
 Sister Marina Mapa, Ph.D.
 John L. Marambio, Ph.D.
 Sandra Robertson, Ph.D.
 Maria Cecilia Ruiz, Ph.D.

The primary objectives of the elementary and intermediate Spanish courses (Spanish 1-4) are to enable the student both to communicate in Spanish and to learn to appreciate Hispanic civilization and culture. The main objectives of the upper division Spanish courses (Spanish 101 and above) are to give the student minoring or majoring in Spanish an in-depth knowledge of the structure of the language (grammar and linguistics courses), the civilization and culture (courses in Hispanic civilization), and the literatures of Spain and Latin America (literature courses).

Students are strongly encouraged to take advantage of the USD International Study Programs described earlier in this *Bulletin*.

Preparation for the Major

A working knowledge of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12 units of lower division or equivalent).

The Major

The 24 units of upper division work, which must be selected from Spanish courses numbered 100 or above, must include:

1. Spanish 102 or Spanish 104
2. Spanish 101
3. Spanish 103
4. At least one Spanish Linguistics course (109, 110)
5. At least one course in Peninsular Literature (Spanish 120, 121, 122, 123, 124, 125, 127, 129, 194)
6. At least one course in Latin American Literature (Spanish 140, 141, 148, 149, 150, 151, 153, 157, 194)

A minimum of 15 upper division units must be taken on the San Diego campus. The experience of living in a Spanish-speaking country is highly recommended.

The Minor

Two options:

1. 18 units: at least nine of the 18 units must be in upper division courses.
2. 12 units of upper division courses. Prerequisites: Fourth semester competency in Spanish and approval by department chair.

A minimum of six upper division units must be taken on the San Diego campus.

Lower Division Courses

1 Elementary Spanish I (3)

First course in Spanish. An introduction to the four basic language skills: that is, listening, speaking, reading, and writing. Emphasis is on the first two with extensive pronunciation practice. Prerequisite: None. Meets 5 times a week. (Every semester)

2 Elementary Spanish II (3)

Second course in Spanish. Continuation of Spanish I. Review and conclusion of basic language skills. Prerequisite: Spanish 1 or equivalent. Meets 5 times a week. (Every semester)

3 Intermediate Spanish III (3)

Third course in Spanish. A review of Spanish grammar and sentence structure. Practice in oral and written Spanish at the intermediate level. Attention is given to reading and basic composition. Track B (Business, see below) is open to all students and prepares equally well for the next language level. Prerequisite: Spanish 2 or equivalent. (Every semester)

3-B Business Spanish III-B (3)

Intermediate Level. Third course in Spanish. A review of Spanish grammar and sentence. Practice in oral and written Spanish at the intermediate level. The context of the course is Spanish for business. Vocabulary and readings will also enhance ability to communicate in every day situations. Prerequisite: Spanish II or equivalent.

4 Intermediate Spanish IV (3)

Fourth course in Spanish. Reading of selected works by well-known Spanish and Latin American authors. Practice in composition and conversation, with some grammar review for increased fluency in the language. Prerequisite: Spanish 3, 3-B, or equivalent. (Every semester)

30 Spanish Literature in Translation (3)

The masterworks of Spanish and Ibero American literature in English translation. This course may not be applied toward the fulfillment of the foreign language competency requirement nor toward the major or minor.

75 Spanish for the Native Speaker (3)

Practice in reading and writing with emphasis on selected grammatical principles. Prerequisite: Approval of instructor.

Upper Division Courses

100 Advanced Spanish Conversation (3)

A course designed for students wishing to enhance their command of spoken Spanish through discussions of

current issues in the Hispanic world. Readings range from editorials in newspapers and magazines to the works of major contemporary essayists, including Ortega y Gasset, Unamuno, Fuentes, and Paz. Development of thinking and means of expression through small group discussions, debates, dramatic readings, and oral interpretations of literary texts. **This course is not intended for students who already have oral proficiency in the language.** Strongly recommended for students who need additional practice before enrolling in upper division literature courses. Prerequisite: Spanish 4 or equivalent.

101 Advanced Grammar and Composition (3)*

An in-depth study of the grammatical structure of Spanish with emphasis on idiomatic expressions and syntax. Further development of oral and writing skills. Prerequisite: Spanish 4 or equivalent.

102 Civilization of Spain (3)**

An introduction to the cultural, political, and philosophical life of Spain from pre-Roman times to the present. Prerequisite: Spanish 4 or equivalent.

103 Introduction to Hispanic Literature (3)*

An introduction to Hispanic literature through the reading of different genres. Emphasis will be placed on the analysis of literary style and techniques. Prerequisite: Spanish 4 or equivalent.

104 Civilization of Spanish America (3)**

The history, geography, literary masterpieces, and customs of Spanish America. Prerequisite: Spanish 4 or equivalent.

109 Spanish Pronunciation (3)*

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to the problems involved in the teaching of Spanish pronunciation to English-speaking students. Prerequisite: Spanish 101 or equivalent.

110 Spanish Applied Linguistics (3)*

An introduction to linguistics and its practical applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: Spanish 101 or equivalent.

120 Survey of Spanish Literature I (3)

A survey of Spanish literature from its origin in the Middle Ages to the end of the Golden Age, circa 1700. Prerequisites: Spanish 103 or equivalent.

121 Survey of Spanish Literature II (3)

A survey of Spanish literature from the year 1700 to the present. Prerequisite: Spanish 103 or equivalent.

122 Spanish Literature of the Golden Age (3)

A survey of the masterpieces and authors of Spain's Golden Age in art and letters (1500-1700). Study of works by Garcilaso, Herrera, Gongora, Lope de Vega, Quevedo, Luis de Leon, Santa Teresa de Avila, San Juan de la Cruz and others. Readings in the pastoral, chivalresque, and picaresque novels and the Renaissance and Baroque poetry. Prerequisite: Spanish 120 or above.

123 Don Quijote de la Mancha (3)

Spain's greatest contribution to world literature, Cervantes' *Don Quijote*, is read and analyzed. Reading and discussion of appropriate critical commentary on *Don Quijote*. Prerequisite: Spanish 120 or above.

124 Spanish Theatre of the Golden Age (3)

A study of the history and characteristics of the Golden Age Spanish theater, from its beginnings, through its development, to its decline (end of 15th century to the death of Calderon in 1681). Reading of representative works by authors such Juan del Encina, Gil Vicente, Lope de Rueda, Lope de Vega, Ruiz de Alarcon, Tirso de Molina, and Calderon. Prerequisite: Spanish 120 or above.

125 Spanish Literature of the Eighteenth and Nineteenth Centuries (3)

Selected representative works of Spain's foremost dramatists, poets and prose writers between 1700 and 1900. Prerequisite: Spanish 120 or 121.

127 Twentieth Century Spanish Literature (3)

Intensive readings and discussion of selected works by Spain's major modern writers in the period spanning the Civil War, dictatorship and democracy. Prerequisite: Spanish 120 or 121.

129 Spanish Cinema (3)

An advanced course in the history of Spanish film and its relationship to Spanish history, literature, art, and society. Prerequisites: Spanish 102, 103 and 120 or 121, or consent of the instructor.

140 Spanish American Literature I - Origins to 1888 (3)

A survey of representative works and authors of the Colonial period through the 20th century. Introductory readings in Spanish American prose, poetry, and drama. Prerequisite: Spanish 103 or equivalent.

*Courses marked with an asterisk are required for the Single Subject Teaching Credential

**Either 102 or 104 fulfills the Civilization Course Requirement for a Single Subject Teaching Credential

141 Spanish American Literature II - 1888 to the Present (3)

A study of literary movements in Spanish America from the Modernist period to the present. Readings in Spanish American prose, poetry, and drama of the time. Prerequisite: Spanish 103 or equivalent.

148 The Spanish American Short Story (3)

Principal Spanish American short story writers from the genre's beginning in the 19th century to the present. Prerequisite: Spanish 103 or equivalent.

149 Spanish American Novel (3)

A study of the novels by 20th century Spanish American authors who have contributed to the Latin American literary boom, among them Azuela, Asturias, Cortazar, Vargas Llosa, and Garcia Marquez. Prerequisite: Spanish 120 or above, or equivalent.

150 Contemporary Spanish American Theatre (3)

A study of the outstanding drama produced in Spanish America in the 20th century. The theatre as a means of social and political expression. Prerequisite: Spanish 120 or above, or equivalent.

151 Contemporary Spanish American Poetry (3)

Study of the Modernism and Vanguardism movements in Spanish America, and the outstanding poets of today. Prerequisite: Spanish 120 or above, or equivalent.

153 Mexican Literature and Culture (3)

A survey of Mexican prose, poetry, and drama containing the principal trends followed in philosophy, music,

and painting expressed in literary form. Prerequisite: Spanish 120 or above, or equivalent.

157 Latin American Cinema (3)

Study at an advanced level of Latin American film since 1950 as a document of a changing society. Includes discussion of the relationship between a literary opus and its cinematic interpretation. Prerequisite: Spanish 120 or above, or consent of instructor.

193 Field Experience in Spanish (1)

Placement in a community agency where developed language skills will be utilized. A maximum of two units may be applied to the major; none to the minor. Prerequisite: Approval by department chair.

194 Topics in Hispanic Literature (3)

Study at an advanced level of special topics of Spanish and/or Spanish-American literature, etc. such as Medieval authors, Golden Age theater, magic realism, indigenous literature, women writers, Chicano literature in Spanish, etc. Selected subjects will be announced in the Directory of Classes. This course may be repeated for credit when the topic changes. Prerequisite: Spanish 120 or above.

199 Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparations of reports to be assigned by the instructor. A maximum of three units may be applied to the major; none to the minor. Prerequisite: Department chair's approval.

GENDER STUDIES

Program Coordinators

Linda A. M. Perry, Ph.D., Communication Studies

Cynthia L. Caywood, Ph.D., English

THE GENDER STUDIES MINOR

Gender Studies is an interdisciplinary academic minor program of study that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together. At USD, those disciplines include anthropology, business, communication, economics, English, French, philosophy, political science, psychology, religion, and sociology. Gender Studies addresses such topics as the acquisition of gender identity across cultures; the influence of gender upon spirituality, moral choice, creativity, and language use; the relationship of gender to a wide spectrum of social problems such as poverty and violence; the history of various gender-related issues such as family life, marriage, reproduction,

divorce, childrearing, sexual behavior, and sexual orientation.

The Gender Studies minor is an 18 unit program that includes the following requirements:

1. Gender Studies 1 – Introduction to Gender Studies;
2. Two lower or upper division elective courses to be selected from a list generated each semester by the program coordinators or courses listed below from this *Bulletin*;
3. Two elective upper division courses to be selected from a list generated each semester by the program coordinators or courses listed below from this *Bulletin*. Thus 3-9 units of lower division work, and 9-15 units of upper division course work are required;
4. Two of the four elective courses listed in items 2 and 3 above must be in the Humanities and two must be in the Social Sciences; and,
5. Gender Studies 197 – Advanced Gender Studies.

COURSES**1 Introduction to Gender Studies (3)**

An interdisciplinary introduction to such issues as gender socialization; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality; etc.

194 Topics in Gender Studies (3)

An advanced course focusing on topics of interest and importance to the study of Gender. For example, topics might include such subjects as Violence Against Women; The Men's Movement; Contemporary Theories of Love Relationships; Lesbian, Gay, and Bi-sexual Issues. This course may be repeated for credit when the topic changes.

197 Advanced Gender Studies (3)

A capstone seminar course devoted to advanced study in the field, supplemented by directed research on students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

199 Independent Study (1-3)

A program of advanced study in an area of special interest, arranged between the student and the instructor. The Independent Study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project. Prerequisite: Approval of one of the Gender Studies Program Directors.

INTERDISCIPLINARY COURSES

Courses in this edition of the *Undergraduate Bulletin* that count toward the Gender Studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course description under the appropriate departmental listings.

Social Sciences

Anthropology 20 – Introduction to Cultural Anthropology
Anthropology 152 – Kinship and Social Organization

Business 106 - Women in Management

Communication Studies 125 – Interpersonal Communication
Communication Studies 145 – Gender Communication

Economics 121 – Women and Work (cross-listed as Philosophy 143)

Political Science 106 – Women in Politics

Psychology 114 – Developmental Psychology: Childhood and Adolescence

Psychology 116 – Developmental Psychology: Adulthood and Aging

Psychology 147 – Behavior Genetics

Psychology 148 – Psychobiology of Sexual Behavior

Sociology 10 – Social Problems

Sociology 111 – Pop Culture

Sociology 153 – Marriage and the Family

Sociology 157 – Social Stratification

Sociology 169 – Sexuality in Contemporary Society

Sociology 175 – The Sociology of Work

Sociology 185 – Sociology of Aging

Sociology 188 – Sociology of Sport

Humanities

English 123 – Eighteenth Century Studies

English 185 – Contemporary Fiction

French 118 – French Women Writers (Prerequisite: French 101)

Philosophy 143 – Gender and Economic Justice (Cross-listed as Economics 121)

Philosophy 190 – The Philosophy of Love

Religious Studies 14 – Foundations in Catholic Theology

Religious Studies 134 – Christian Social Ethics

Religious Studies 170 – Gender and Religion in the United States



Iris H.W. Engstrand, Ph.D., Chair
Michael J. Gonzalez, Ph.D.
James O. Gump, Ph.D.
Molly A. McClain, Ph.D.
James K. Otte, Ph.D.
Steven E. Schoenherr, Ph.D.
Kenneth P. Serbin, Ph.D.
Yi Sun, Ph.D.
Louis S. Warren, Ph.D.

THE HISTORY MAJOR

The program in history introduces students to research and writing techniques as well as problem solving skills useful in a variety of professions. In addition, the major inculcates a sensitivity to geographical and cultural diversity, an awareness of conflicting interpretations of the same occurrences, and an appreciation of contexts and traditions. History graduates find careers in government, law, teaching, foreign service, journalism, the motion picture and television industry, and business. Course work may

also lead to graduate studies in public history, historic preservation, teaching, law and international relations.

In addition to the lower division prerequisites, all history majors are required to take twenty-four units of upper division course work, including History 100W (Historian's Methods). In the major, students must take three courses in a major area and two courses in a minor field, selecting these emphases from three categories: 1) the United States, 2) Europe, and 3) Latin America/Asia/Africa.

Students wishing to earn a History or Social Science Teaching Credential may do so while completing a major in History. The specific requirements for the teaching credential differ from general requirements for the History major.

Preparation for the Major

History 11-12 or 15-16; and 17-18.

The Minor

Eighteen units, including History 11-12 or 15-16 or 17-18, plus twelve units of upper division courses selected in consultation with a faculty advisor in History.

The History or Social Science Teaching Credential

Students interested in pursuing a History or Social Science Teaching Credential should consult the department chair.

COURSES

10 History of Science and Technology (3)

Foundational issues in the history of science and technology: how science arose in antiquity; why its development was delayed until modern times; how technology grew after the Industrial Revolution; why science and technology differ, yet depend on each other.

11-12 Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. History 11-Earliest times through 17th century. History 12-18th century to the present. (Every year)

15-16 World Civilizations (3-3)

An examination of the patterns of relationships and processes of change across the world from earliest times to the late 20th century. Emphasis will be given to historical geography, different styles of civilization, and to the effects of cultural contact and diffusion. History 15 covers the period to 1500; History 16 focuses on the period 1500 to the present. (Every year)

17-18 American Civilization (3-3)

Selected themes in U.S. history with emphasis upon the basic influences that have shaped American life. History 17 covers the colonial period through the Civil War with special attention to the development of political institutions. History 18 will emphasize the emergence of the U.S. as an imperial power and considers such topics as industrialization, reform, environmental questions, and global issues. History 17 meets the State of California requirement in American history and political institutions. (Every year)

100W Historian's Methods (3)

Beginning seminar in historical research, problems of investigation, critical analysis and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. This course fulfills the GE writing requirement. (Every year)

110 The Ancient World (3)

Explores the 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. It covers the period through Cyrus the Great. (Every other year)

111-112 Greek and Roman Civilizations (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman

RECOMMENDED PROGRAM OF STUDY

FRESHMAN YEAR

SEMESTER I
Preceptorial (3)
History 11/15 (3)
GE or Electives (9-10)

SEMESTER II
History 12/16 (3)
GE or Electives (12-13)

SOPHOMORE YEAR

SEMESTER I
History 17 (3)
GE or Electives(12-13)

SEMESTER II
History 18 (3)
GE or Electives (12-13)

JUNIOR YEAR

SEMESTER I
History 100W (3)
History Upper Division (3)
GE or Electives (9-10)

SEMESTER II
History Upper Division (6)
GE or Electives (9-10)

SENIOR YEAR

SEMESTER I
History Upper Division (6)
GE or Electives (9)

SEMESTER II
History Upper Division (6)
Electives (9)

Republic and Empire from the foundation of Rome to the end of the 5th century. (Every other year)

121-122 Medieval History (3-3)

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism, the Germanic kingdoms, feudalism, the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages. (Every other year)

131 Renaissance and Reformation (3)

Explores the rediscovery of Europe's classical heritage, the great artistic and intellectual achievements of the Italian Renaissance, the birth of Protestantism and the growth of reform within the Catholic Church. This course also explores the major political developments of the 15th and 16th centuries, including the rise of the Habsburg dynasty and the wars of religion.

133 Europe 1600-1800 (3)

Focuses on the great age of statebuilding which followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an *ancien regime* and the forces contributing to the age of Enlightenment.

145 Topics in Military History (3)

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders and military innovations that have dramatically affected, and are continuing to affect the course of history. The time span will range from ancient times to the present. The course may be repeated as the topics vary.

146 Topics in Early European History (3)

Lectures, readings, discussions, and papers on certain major topics such as the rise of the city, the crusades, seagoing activities, scientific developments, the Age of Discovery, the Age of Enlightenment, and other specialized subjects from ancient times through the French Revolution. The course may be repeated as topics vary.

147 Topics in Modern European History (3)

Topics may include romanticism, liberalism and nationalism, the industrial revolution, capitalism and the triumph of the bourgeoisie; imperialism and the "Golden Age of Hope"; the century of war; the Cold War and its consequences; the New European and the Global System. The course may be repeated as topics vary.

150 History of England to 1688 (3)

Emphasis upon origins of Anglo-American liberties, common law, and representative government; the social and political background to the age of Chaucer, Shakespeare, and Milton; and England's evolution from frontier outpost of European civilization to its central position in a world empire based upon maritime and commercial supremacy.

151 History of England and Great Britain Since 1688 (3)

The development of England and Great Britain from the Glorious Revolution of 1688 to the present. Emphasis upon the origins and consequences of the industrial revolution, the transition from empire to the British Commonwealth of nations, and the conditions leading Britain from the height of world power and prestige in the Victorian Age to major 20th century calamities.

152 The British Imperial Experience (3)

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

153-154 History of Spain I and II (3)

The early portion of Spanish history covers the country's pre-history beginning with the Caves of Altamira and continues through the Roman Period, Visigothic Period, Moslem Conquest, Christian Reconquest, Expansion into the New World, the Hapsburg Empire and the transition to the Bourbon monarchy. The second half will cover expansion under the Bourbon monarchs, 19th century problems of civil strife, Spain's role in world politics during the early 20th century, the Republic, the Spanish Civil War, the dictatorship of Franco and the restoration of Juan Carlos.

155 Imperial Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first 20th century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

156 Russia Since 1917 (3)

A detailed investigation and analysis of the revolutionary upheavals and tragedies shaping Russia and its adjacent neighbors from the Bolshevik Revolution of 1917 to the collapse of Communism and the uncertain years of the 1990s.

157 Topics in Russian and East European History (3)

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans.

158 Topics in Modern World History (3)

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's Directory of Classes. This course may be repeated for credit when the topic changes.

159 The Nineteenth and Twentieth Century Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism and the paths to independence.

160-161 Latin America I and II (3-3)

Part I: Indigenous peoples and civilizations; the Encounter of Europeans and native Americans; social, political, and religious institutions introduced in the Americas; the slave trade; and the role of the Catholic Church.

Part II: Independence movements and the struggle of independent states to modernize; Church state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and other revolutionary movements; military dictatorships; and the process of democratization in the 1980s and beyond.

162 Topics in Latin American History (3)

A study of specific topics and themes in the history of Latin America, such as the role of religion and the Catholic Church, 20th century revolutions and social upheaval, and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the course for credit when the topic changes.

163 History of Brazil (3)

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest and most populous nation. In particular it focuses on the great paradox of this "country of the future," which has one of the world's ten largest economies: enormous potential thwarted by shocking social inequality. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, the process of democratic consolidation, and gender and environmental issues.

164 Topics in Asian History (3)

An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Histories of the Four Mini-Dragons: Hong Kong, Taiwan, Singapore, and South Korea, Imperialism in Asia, and Asia's Relations with the United States. This course may be repeated for credit when topics change.

165 History of Modern China (3)

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism and the various political, social, and economic campaigns during the post-1949 era.

166 History of Japan (3)

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its "economic miracle" during the post-WWII period as well as its contemporary social and cultural developments.

168 Topics in United States Mass Media History (3)

A history of the mass media in the United States, focusing on selected topics, such as Television and American Politics, History and Film, The Newspaper in History, Media and the Presidency, and Broadcasting in American History.

170 American Environmental History (3)

An introductory survey of the ways people in America have perceived, used, and changed American environments from before the beginning of European colonization to the present. Roughly equal attention to ecological change, human ideas and uses of nature, and the history of conservation and environmental policy.

171 Topics in Early American History (3)

Includes discovery and exploration, the Colonial Period, the American Revolution, the Federalist Era, and other topics in the political, economic, social and cultural history of the United States before 1800. May be repeated for credit when the topic changes.

173 Armed Conflict in American Society (3)

A multi-disciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

174 Civil War and Reconstruction (3)

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath and its effects on the United States in later years.

175 Topics in Modern American History (3)

Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, United States-Latin American Relations, or other topics in the political, economic, social and cultural history of the United States from 1865 to the present. May be repeated for credit when the topic changes.

176-177 United States Diplomatic History I and II (3-3)

Part I: Foreign relations of the United States from the American Revolution to the Spanish American War. Part II: The role of the United States as a world power during the 20th century.

178 Topics in United States Intellectual and Social History (3)

Topics may include ideas and movements that are part of the intellectual or social history of the United States, such as liberalism, conservatism, sectionalism, slavery, communications, architecture, labor, immigration, feminism, Progressive Reform. May be repeated for credit when topic changes.

179 United States Business and Economic History (3)

Business and economic background of the American Revolution and the Constitution; the Industrial Revolution in America; economic issues in the sectional crisis leading to the Civil War; the rise of big business; economic and business developments in the 20th century from World War I to the present.

180-181 The American West I and II (3-3)**Part I: Conquest and Resistance**

The frontier West to 1850, with emphasis on the conquest of the West by Europeans and Americans, and the implications thereof for Indians, Mexicans, and other western peoples. Major topics include: westward expansion; wars with Spain and Mexico; Indian resistance; the California Gold Rush; frontier myths and heroes including Daniel Boone, Davy Crockett, and others.

Part II: Power and Violence

A thematic study of the West as both frontier and region since 1850, with special emphasis on the exercise of power and the processes of violence that accompanied it. Major topics include the Indian Wars, the railroad, gun-fighters, cowboys, miners, federal authorities, the rise of the militia movement in the 1990s, and the myth of the frontier in American culture.

182 The Spanish Borderlands (3)

Discovery, exploration, and settlement by Spain of the North American region from Florida to Alaska with particular emphasis on the Spanish Southwest. Includes the history of the native Indian inhabitants and the role of the French in Louisiana to 1763. Generally covers the period from 1500 to 1810.

183 Chicano History (3)

Exploration and settlement of northern Mexico and the Hispanic Southwest from colonial times to the present. Includes the history of native Indian inhabitants and the effects of both Mexican and American penetration into the region. Topics cover the impact in present-day society of Hispanic and Mexican cultural values, problems faced by persons of bicultural heritage, and recent United States Mexican relations, especially in the border areas. (Every other year)

184 History of Mexico (3)

A history of Mexico from earliest times to the present. Includes a survey of indigenous civilizations; Spanish conquest and influences; the Mexican-American War of 1846; the dictatorship of Porfirio Diaz; the era of the Mexican Revolution; political development since the 1920s and United States Mexican relations during the modern period.

186 The Pacific Ocean in History (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration: covers Spanish, Portuguese, French, English, Dutch and Russian sea expansion. Topics include the study of Polynesia, the Manila Galleon trade, and 18th century scientific expeditions.

187 History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period, the Mexican War, and the growth of cities.

188-189 History of California I and II (3-3)

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions; special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. (Every year)

190 History of Africa (3)

An analysis of particular themes in the African historical experience from earliest times to independence from colonial rule. Special attention will be given to culture, society, and processes of change in the pre-colonial period and development and underdevelopment since the European intrusion.

191 Issues in Modern Africa (3)

A critical study of issues confronting Africans in the 20th century. Alternating courses may include Problems in Africa since Independence and the South African Dilemma. The course may be repeated for credit when the topic changes.

195 Senior Colloquium (3)

A seminar for History majors, focusing on the development of a project of original research and the writing of a senior thesis.

197 Internship (3)

Practical experience in a field setting under professional supervision. Interns may be assigned to the City or

County of San Diego, Museum of San Diego History, or a similar institution. See department chair for assignment.

199 Independent Study (1-3)

Directed readings, a special project, or a research paper for history majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of 3 units will be allowed only under special circumstances.

Note: For graduate courses in History, or a Master of Arts in Teaching (M.A.T.), see the current *Graduate Bulletin*.

INTERDISCIPLINARY HUMANITIES

Helen deLaurentis, Ph.D., Director

Faculty Coordinators

Marilyn D. Bennett, Ph.D., Theatre Arts

Florence Morgan Gillman, Ph.D., Theological and Religious Studies

James K. Otte, Ph.D., History

Marianne R. Pfau, Ph.D., Music

Michael F. Wagner, Ph.D., Philosophy

Jacques M. Wendel, Ph.D., Foreign Languages and Literatures

Irene Williams, Ph.D., English

THE INTERDISCIPLINARY HUMANITIES MAJOR

Instituted in 1988, the Interdisciplinary Humanities major requires that students take courses from several different Humanities disciplines and it places special emphasis on interrelationships among these disciplines. The Humanities are not separate, isolated spheres of knowledge or art but integral parts of human experience. Although contemporary universities compartmentalize the Humanities into distinct academic departments, teachers in those departments recognize the interrelatedness of their disciplines. The Interdisciplinary Humanities major breaks down artificial boundaries between disciplines and appeals especially to students whose own academic interests cannot be satisfied by a single, "standard" Humanities major. The Humanities disciplines are: Art, English, Foreign Languages and Literatures, History, Music, Philosophy, Religious Studies, and Theatre Arts.

The idea (or ideal) of the Humanities, or Humanistic studies, has a long history. Long considered the paradigm of a liberal education, "Humanistic studies" refers to a course of study which examines human history, culture, and values and which considers these to be of greater and

more lasting value than more narrowly vocational or scientific training. The Interdisciplinary Humanities major allows students to explore the ways in which Humanities disciplines examine and express the "human side" of our existence — our history and languages, our art, music, drama and literature, and our philosophical and spiritual aspirations. It provides a unique educational experience and seeks to foster creativity, vision, and intellectual breadth and flexibility; an understanding and appreciation of human history, culture, accomplishments, and potentials; and an ability to understand and integrate diverse methods of expression and knowledge.

Students in this major will receive a firm basis at the lower division level in all of the Humanities areas. At the upper division level, students are given an opportunity to develop their own interdisciplinary interests, selecting courses from various Humanities disciplines. Some restrictions are placed on this selection to insure, on the one hand, that students are well acquainted with the methods and achievements of at least one of the Humanities disciplines while, on the other hand, maintaining the interdisciplinary character of the major. Moreover, all upper division courses are selected in consultation with the major's coordinator. There is also a sequence of various required courses designed specifically for this major, culminating in a seminar-style course in which senior students apply their interdisciplinary experience to a single, unifying theme or topic of their choosing.

The Interdisciplinary Humanities major prepares students for a life of continuing growth and humanistic development. It can prepare students for formal study in a number of graduate and professional areas. It also embodies qualities of a Liberal Arts education which increasing numbers of employers are finding desirable, yet sorely lacking in more explicitly "career oriented" programs.

Lower Division Preparation

Humanities 60 (3)
 Fine Arts (6): 3 units in each of two disciplines (Art, Music, Theatre)
 English (6), excluding English 1 and English 21
 History (6)
 Philosophy (6), excluding Logic
 Library Science 1 (1)

Satisfaction of remaining General Education requirements, which include Foreign Languages and Theological and Religious Studies.

Major Requirements

Students majoring in Interdisciplinary Humanities must satisfy all of the General Education requirements as set forth in this *Bulletin*. Although this major requires more total units than majors in the individual Humanities departments, students should note that a number of these units also satisfy General Education requirements.

1. Humanities 180A (1) and 180W (3)
2. 36 upper division units, as follows:
 - a. A classical studies course: Humanities 120, or another course in a Humanities discipline approved by the Humanities coordinator;
 - b. A course in Medieval and/or Renaissance studies in a Humanities discipline approved by the Humanities coordinator;
 - c. At least 12 but not more than 18 of the 36 units are to be in a single Humanities discipline, termed the Area of Concentration;
 - d. No more than 9 units from a Humanities discipline outside the Area of Concentration may be applied towards the major; and,
 - e. A reasonable portion of the upper division units should be devoted to a unifying theme, that is, to a major cultural-historical period or some other identifiable topic of interest.

Notes: Students must satisfy any prerequisites for upper division courses set by the department they choose as their area of concentration. The eight Humanities disciplines,

from which the 36 upper division units are to be selected, are: Art, English, Foreign Languages and Literatures, History, Music, Philosophy, Theological and Religious Studies, and Theatre Arts. Not more than three total units of internship, field experience, or tutoring course work in Humanities departments may be applied toward the upper division requirements of this major. This does not include independent studies courses of a fully academic nature.

COURSES**60 Introduction to the Humanities (3)**

This course examines interactions among art, literature, music, philosophy, and religious and secular history at several pivotal times in Western civilization — for example, Classical Greece, the High Middle Ages, the Italian Renaissance, the Enlightenment, or the Industrial Revolution. In this way, the subject matter of the various Humanities disciplines are seen to be different yet not separate aspects of human experience, and their essential roles in the development of human culture are observed.

120 Classical Humanism (3)

More than any other ancient civilizations, Classical Greece and Rome laid the foundations of Western culture. This course focuses on the intellectual and literary history of the Greek and Roman period, including such figures as Pindar, Homer, Sophocles, Aeschylus, Plato, Aristotle, Menander, Seneca, Cicero, Galen, and Virgil.

180A and 180W Senior Research Seminar (1;3)

This is a two semester course. Students will register for one unit during the Fall semester and three units during the Spring semester. In the Fall, students will define a research topic that would allow them to integrate and apply their interdisciplinary experience in the Humanities, and they must compose and have approved a research proposal and bibliography on that topic. The approved project must result in a substantial research paper, to be completed and presented during the Spring semester. Prerequisite: Senior standing in the Interdisciplinary Humanities major or approval of the Humanities coordinator.

INTERNATIONAL RELATIONS

Delavan Dickson, Ph.D., Chair, Department of Political Science

THE INTERNATIONAL RELATIONS MAJOR

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields and for

those who intend to pursue graduate studies. The major consists of not fewer than 33 upper division units selected in consultation with an advisor from the Political Science faculty.

Preparation for the Major

Political Science 5, 15, and 20; History 11-12 or History 15-16; Art 33 or Art 34; Economics 11 and 12; and the General Education requirements.

Major Requirements

Thirty-three units of upper division work to include:

A. Core Courses

Six upper division units (two courses) from among the following:

- Political Science 130 – International Political Economy (3)
- Political Science 150 – Core Course: Comparative Politics (3)
- Political Science 170 – Core Course: International Relations (3)

B. International and Comparative Politics

Fifteen upper division units (five courses) from among the following:

- Political Science 110 – Comparative Political Ideology (3)
- Political Science 111 – Religion in Politics (3)
- Political Science 126 – Comparative Public Law (3)
- Political Science 127 – International Law (3)
- Political Science 128 – International Organizations (3)
- Political Science 129 – Law of the Sea (3)
- Political Science 135 – Politics and the Environment (3)
- Political Science 154 – Politics in Western Europe (3)
- Political Science 155 – Politics in France (3)
- Political Science 156 – Politics in Germany (3)
- Political Science 157 – Politics in England (3)
- Political Science 158 – Comparative Politics of Developing Countries (3)
- Political Science 159 – Revolutionary Change (3)
- Political Science 177 – European Security Policy (3)
- Political Science 178 – Contemporary American Foreign Policy (3)
- Political Science 179 – U.S. National Security Policy (3)
- Political Science 180 – Russian Politics (3)
- Political Science 181 – Politics in Eastern Europe (3)
- Political Science 182 – Russian Foreign Policy (3)
- Political Science 185 – Latin America in World Affairs (3)
- Political Science 186 – Politics in Latin America (3)
- Political Science 187 – Politics in South Asia (3)
- Political Science 189 – Politics in Japan (3)
- Political Science 190 – Politics in China (3)
- Political Science 192 – Politics in the Middle East (3)
- Political Science 193 – Comparative Foreign Policy (3)
- Political Science 195 – Special Topics in International Relations (3)

C. Humanities

Nine upper division units (three courses) with no more than six units (two courses) taken from one department, to be selected from among the following:

- History 147 – Topics in Modern European History (3)*
- History 151 – History of England and Great Britain Since 1688 (3)
- History 154 – History of Spain II (3)
- History 155 – Imperial Russia (3)

History 156 – Russia Since 1917 (3)

History 157 – Topics in Russian and East European History (3)*

History 158 – Topics in Modern World History (3)

History 159 – The Nineteenth and Twentieth Century Middle East (3)

History 160-161 – Latin America I and II (3-3)

History 162 – Topics in Latin American History (3)*

History 164 – Topics in Asian History (3)*

History 165 – History of China (3)

History 166 – History of Japan (3)

History 173 – Armed Conflict in American Society (3)

History 176-177 – United States Diplomatic History I and II (3-3)

History 183 – Chicano American History (3)

History 184 – History of Mexico (3)

History 190 – History of Africa (3)

History 191 – Issues in Modern Africa (3)

Music 120A – Music History I: 850-1750 (3)

Music 120B – Music History II: 1750-Present (3)

Music 145 – World Music (3)

Religious Studies 112 – Hindu Faith and Practice (3)

Religious Studies 113 – Jewish Faith and Practice (3)

Religious Studies 114 – Buddhist Faith and Practice (3)

Religious Studies 115 – Islamic Faith and Practice (3)

Religious Studies 121 – Afro-Latin Religions (3)

Religious Studies 158 – U.S. Latino Catholicism (3)

Religious Studies 168 – U.S. Latino and Latin

American Theologies (3)

Religious Studies 190 – The Holocaust: Death of God or Death of Humanity? (3)

D. Political Science

Three upper division units (one course). Students may take any upper division course offered by the department of political science, including: political theory, American politics, international politics, comparative politics, or internship.

THE MINOR

Political Science 15, 20, and either 150 or 170, plus nine additional upper division units selected in consultation with an advisor from the Political Science faculty.

LATINO STUDIES

Antonio J. Jiménez, Ph.D., Coordinator
 Joan Anderson, Ph.D., School of Business Administration
 María Pilar Aquino, Ph.D., Theological and Religious Studies
 Robert Bacalski, Ph.D., Foreign Languages and Literatures
 Alana Cordy-Collins, Ph.D. Anthropology
 Iris Engstrand, Ph.D., History
 Orlando Espín, Ph.D., Theological and Religious Studies
 Michael González, Ph.D., History
 Kimberly A. Kowalczyk, Ph.D., Foreign Languages and Literatures
 Sister Marina Mapa, Ph.D., Foreign Languages and Literatures
 John Marambio, Ph.D., Foreign Languages and Literatures
 Virginia Muller, Ph.D., Political Science
 Angelo Orona, Ph.D., Anthropology
 Gail Perez, Ph.D., English
 Sandra Robertson, Ph.D., Foreign Languages and Literatures
 Cecilia Ruíz, Ph.D., Foreign Languages and Literatures
 Kenneth P. Serbin, Ph.D., History

THE MAJOR

Latino Studies (formerly Hispanic Studies) is a multi-disciplinary major that aims at developing both a mastery of the language and a broad understanding of Latin America, Spain and the Latino cultures in the United States. Students may take courses in Spanish, Anthropology, Economics, History, Literature, Political Science, and Religious Studies as part of the Latino Studies major. A variety of special lectures, films, and seminars supplement the regular course offerings. Students who major in Latino Studies are encouraged to study abroad either in Guadalajara, Mexico, where the University of San Diego administers a Summer Program, or Toledo, Spain, at the José Ortega y Gasset Foundation's International Program, with which the University is affiliated. An internship in the local (San Diego) Latino communities, in Tijuana or Guadalajara, completes the major. This program will be of particular interest to: 1) students desiring a broader and more integrated perspective of the Latino world than is usually available through a departmental major; 2) students planning to enter business, government or international service; 3) students preparing to teach in the social sciences or foreign languages; and, in general, 4) students planning to work in a multi-ethnic community.

Preparation for the Major

Latino Studies 20 (or the Latino Studies preceptorial), Spanish 4 or 75 or equivalent, Anthropology 20, and History 16.

The following courses are recommended: Political Science 15, Sociology 10 and Spanish 101.

MAJOR REQUIREMENTS

Thirty units of upper division course work to be distributed as follows:

1. Twelve units in Spanish to include Spanish 102 or 104, Spanish 103, 3 units in Peninsular literature and 3 units in Spanish American literature
2. Six units in History, to include History 160 or 161
3. Nine units chosen from Anthropology, Economics, Latino Studies (Guadalajara), Political Science, Religious Studies, or Sociology courses listed below. No more than one course should be from the same area.
4. Three units divided in the following manner: either 1 unit of Latino Studies 199 taken in conjunction with a 2-unit internship in the Latino communities of San Diego, Tijuana or Guadalajara, or 3 units of Latino Studies 199 that include the internship.

Study abroad in a Spanish-speaking country is highly recommended for the major.

THE MINOR

Eighteen units distributed as follows:

1. Nine lower division units to include Latino Studies 20 (or the Latino Studies Preceptorial), Spanish 4 or 75, and either Anthropology 20 or Political Science 15. Students who have the equivalency of Spanish 4 or 75 may choose another course in consultation with their advisor, and
2. Nine upper division units to include 3 in Spanish, 3 in History, 3 in either Anthropology, Economics, Political Science, Latino Studies (Guadalajara), Religious Studies or Sociology. See listing below for acceptable courses in these disciplines.

COURSES

20 Introduction to Latino Studies (3)

An overview of some of the major issues and problems in the Latino world. (Usually offered Spring semester.)

76 Dance Culture of Mexico (2)

The course will examine development of dance in Mexico, specifically the dance known as Folklorico. Consequent development of the Mestizo sentiment and culture with its "bailes regionales" will be the main focus. (Offered in Guadalajara)

140 Mexican Arts (3)

A study of Mexican arts. Discussion is directed toward the relationship of Mexican art, dance, theatre, and sculpture to the Mexican personality and society. Includes demonstrations and field trips. (Offered in Guadalajara)

165 Cross-Cultural Studies (3)

A study of cultural, social and psychological differences among people of the Americas, both north and south of the Rio Grande. (Offered in Guadalajara)

199 Topics and Issues in the Latino Communities (1-3)

Two options: (a) a 3-unit internship directed by the Latino Studies Advisor or (b) a combination of a one-unit Latino Studies 199 with a two-unit internship housed in another department. The internship can be taken through the departments of English, History, Political Science, or Sociology. Must be approved by Latino Studies advisor and with the department offering the internship, if another department is involved.

COURSES APPROVED FOR THE LATINO STUDIES MAJOR AND MINOR

Anthropology

Anthropology 122 – South America Indian Cultures (3)

Economics

Economics 135 - Economic Development of Latin America (3)

History

- History 153-154 – History of Spain I and II (6)
- History 160-161 – Latin America I and II (6)
- History 162 – Topics in Latin American History (3)
- History 176-177 - United States Diplomatic History I and II (6)
- History 182 – The Spanish Borderlands (3)
- History 183 – Chicano History (3)
- History 184 – History of Mexico (3)
- History 188-189 – History of California I and II (6)

Political Science

- Political Science 185 – Latin America in World Affairs (3)
- Political Science 186 – Politics in Latin America (3)

Religious Studies

Religious Studies 158 – U.S. Latino Catholicism (3)

Religious Studies 168 – U.S. Latino and Latin American Theologies (3)

Sociology

Sociology 194 – Special Topics in Contemporary Sociology (3) (when the topic pertains to the Latino or Spanish World)

Spanish

- Spanish 102 – Civilization of Spain (3)
- Spanish 103 – Introduction to Hispanic Literature (3)
- Spanish 104 – Civilization of Spanish America (3)
- Spanish 120 – Survey of Spanish Literature I (3)
- Spanish 121 – Survey of Spanish Literature II (3)
- Spanish 122 – Spanish Literature of the Golden Age (3)
- Spanish 123 – Don Quijote de la Mancha (3)
- Spanish 124 – Spanish Theatre of the Golden Age (3)
- Spanish 125 – Spanish Literature of the Eighteenth and Nineteenth Centuries (3)
- Spanish 127 – Twentieth Century Spanish Literature (3)
- Spanish 129 – Spanish Cinema (3)
- Spanish 140 – Spanish-American Literature I-Origins to 1888 (3)
- Spanish 141 – Spanish-American Literature II-1888 to the Present (3)
- Spanish 148 – The Spanish American Short Story (3)
- Spanish 149 – Spanish-American Novel (3)
- Spanish 150 – Contemporary Spanish American Theatre (3)
- Spanish 151 – Contemporary Spanish American Poetry (3)
- Spanish 153 – Mexican Literature and Culture (3)
- Spanish 157 – Latin American Cinema (3)

Latino Studies (Guadalajara)

These courses are offered exclusively during the Summer Session in Guadalajara, Mexico.

- Latino Studies 76 – Dance Culture of Mexico (2)
- Latino Studies 140 – Mexican Arts (3)
- Latino Studies 165 – Cross-Cultural Studies (3)

Arts and Sciences

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR

SEMESTER I

- Preceptorial (3)
- Art 33 (3)
- History 11 or 15 (3)
- GE or Electives (6-7)

SEMESTER II

- History 12 or 16 (3)
- Political Science 15 (3)
- GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I

- Political Science 5 (3)
- Political Science 20 (3)
- Economics 11 (3)
- GE or Electives (6-7)

SEMESTER II

- Economics 12 (3)
- GE or Electives (12-13)

JUNIOR YEAR

SEMESTER I

- History Upper Division (3)
- Political Science 130 (3)
- Political Science Upper Division (3)
- GE or Electives (6-7)

SEMESTER II

- Political Science Upper Division (6)
- Sociology or Economics Upper Division (3)
- GE or Electives (6-7)

SENIOR YEAR

SEMESTER I

- Political Science Upper Division (3)
- Art or Music Upper Division (3)
- History Upper Division (3)
- Electives (6-7)

SEMESTER II

- Political Science Upper Division (3)
- Electives (12)

LIBRARY SCIENCE

Edward D. Starkey, M.S.L.S., M.A., University Librarian
 Marjo Gray, M.S.L.S., Associate University Librarian
 José Aguiñaga, M.L.S.
 Tony Harvell, M.A., M.L.S.
 Diane Maher, M.A., M.L.S.
 Sonia McGowan, M.L.S.
 Margit Smith, M.A., M.L.S.
 Steve Staninger, M.A., M.L.S.
 Markel Tumlin, M.A., M.S.L.S.

COURSES

1 Research Methods (1)

A strong relationship exists between finding and utilizing appropriate information sources and academic suc-

cess. The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and critically evaluate information for all disciplines. Part of the course will focus on accessing the Internet and the World Wide Web.

149 History of Books and Printing (3)

A survey of the development from ancient times to the present of the methods of publishing and disseminating knowledge. Various methods of writing, printing, and illustrating books are examined. Emphasis is on the examination of individual books from the library's special collections. Cross-listed as Art 149.

MARINE SCIENCE

Hugh I. Ellis, Ph.D., Program Director
 Michel A. Boudrias, Ph.D.
 Sarah C. Gray, Ph.D.
 Ronald S. Kaufmann, Ph.D.
 Mary Sue Lowery, Ph.D.
 Anne A. Sturz, Ph.D.

Adjunct

Donald B. Kent, M.S., Director of Hubbs-Sea World Research Institute

THE MARINE SCIENCE MAJOR

The Marine Science major, offered by the Marine and Environmental Studies Program, is intended for students interested in the natural sciences as well as the marine world. It provides a rigorous curriculum that is intended to prepare students to go on to graduate studies or directly into oceanographic work. A core of oceanography courses unifies the Marine Science major, but the majority of the science curriculum comes from a concentration that the student elects from the natural sciences (biology, chemistry, or physics). The student majoring in Marine Science is encouraged to select an advisor from his or her area of concentration as soon as possible. A list of advisors is available from the Director of the Marine and Environmental Studies Program.

Preparation for the Major

Lower division courses required of Marine Science majors include Marine Science 20, Environmental Studies 10, Chemistry 10AB and 11AB, Biology 19, 21, and 21L, Physics 42, 43 (or 50, 51), and Mathematics 50. Mathematics 51 is recommended for students who anticipate going to graduate school.

Major Requirements

The major is made up of a core of Marine Science courses and a concentration of courses in a particular discipline (called the "Pathway").

The Marine Science Core

Sixteen units of upper division courses in Marine Science are required. Marine Science 150, 151, and 152 are all laboratory courses.

- Marine Science 150 – Geological Oceanography (4)
- Marine Science 151W – Biological Oceanography (4)
(cross-listed as Biology 151 and 151L)
- Marine Science 152 – Physical and Chemical Oceanography (4)
- Marine Science 153 – Law of the Sea (3) (cross-listed as Political Science 129)
- Marine Science 195 – Senior Seminar (1)

The Pathways

The majority of upper division units in this major are associated with the particular pathway selected; the units differ according to the specific pathway. The pathways associated with this major are Biology, Chemistry, and Physics.

1. Biology Pathway (29 units)
 - Biology 20 and 20L – Introduction to Cell Processes (4)
 - Biology 101 – Genetics (3)
 - Biology 150 or 142 – Invertebrate Zoology or Microbiology (4)
 - Biology 160 – Ecology (4)
 - Biology 178/178L or 180/180L – Animal or Cell Physiology (4)
 - Chemistry 101A/102A – Organic Chemistry (4)

Electives from Biology, Marine Science, or Environmental Studies (6) (appropriate to pathway; requires consent of advisor)

2. Chemistry Pathway (23 units)

- Chemistry 20 – Analytical Chemistry (3)
- Chemistry 101A/B – Organic Chemistry (6)
- Chemistry 102A/B – Organic Chemistry Lab (2)
- Chemistry 110A – Physical Chemistry (3)
- Chemistry 150 – Chemical Ecology (3)

Electives from Chemistry, Marine Science, or Environmental Studies (6) (appropriate to pathway; requires consent of advisor)

3. Physics Pathway (24-26 units)

- Physics 50/51 – Introduction to Physics I and II (instead of Physics 42/43 above) (8)
- Physics 52 – Introduction to Physics III (3)
- Marine Science 177 – Fluid Mechanics (cross-listed as Physics 177) (3)
- Marine Science 179/179L – Atmospheric Science (cross-listed as Physics 179/179L) (4)
- Mathematics 51/52 – Calculus II and III (8)
- Take two courses from the following:
 - Physics 120 – Electronics (4)
 - Physics 124 – Electromagnetic Theory I (3)
 - Physics 125 – Electromagnetic Theory II (3)
 - Physics 127 – Analytical Mechanics (4)

Marine Science 1 and 21 satisfy General Education requirements and need no prerequisites. However, because

Marine Science 21 may be required for the Environmental Studies major, preference in enrollment will be given to Environmental Studies majors for that course.

Marine Science 131 is designed for Environmental Studies majors (see the Environmental Studies program in this *Bulletin*) and is not available for major's credit for students majoring in Marine Science. A maximum of four units may be taken from Marine Science 196-199 series.

THE MINOR

Because of the prerequisites and orientation of the courses in Marine Science, this minor is intended for students majoring in natural sciences, mathematics, or computer science. Given the nature of the majors this minor is designed to accompany, students should be aware that a Marine Science minor with many of the appropriate majors represents a difference in emphasis, not a substantial reduction in units from the Marine Science major with the corresponding pathway. A minimum of 18 units outside the major are required, nine of which are upper division units, including:

Lower Division Preparation

Marine Science 20 and two of the following:
 Environmental Studies 10 and/or Biology 19, 21 and 21L, and/or Chemistry 10B, 11B and Physics 43 or 51

Upper Division Core

Two of the following:
 Marine Science 150 – Geological Oceanography
 (Prerequisite: Environmental Studies 10)

**R E C O M M E N D E D P R O G R A M O F S T U D Y
 B I O L O G Y P A T H W A Y**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Environmental Studies 10 (4) Biology 19 (3) Chemistry 10A (3) Chemistry 11A (1) GE or Electives (3-6)	SEMESTER I Biology 21/21L (4) or Biology 20/20L (4) Mathematics 50 (4) Physics 42 (4) GE or Electives (3-4)	SEMESTER I Marine Science 150 (4) Biology 142 or 150 (4) Chemistry 101A (3) Chemistry 102A (1) GE or Electives (3-5)	SEMESTER I Marine Science 151 (4) Biology 180/180L or Biology Elective (3-4) Marine Science 195 (1) or Elective GE or Electives (6)
SEMESTER II Marine Science 20 (4) Biology 20/20L (4) or Biology 21/21L (4) Chemistry 10B (3) Chemistry 11B (1) GE or Electives (3-4)	SEMESTER II Biology 101 (3) Physics 43 (4) GE or Electives (6-8)	SEMESTER II Biology 160 or Marine Science 152 (4) Biology 178/178L or Biology Elective (3-4) Marine Science 153 (3) GE or Electives (3-6)	SEMESTER II Marine Science 152 or Biology 160 (4) Marine Science 195 (1) or Elective Biology Elective (3) GE or Electives (6)

The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

Marine Science 151 – Biological Oceanography

(Prerequisites: Biology 19 and 21, and 21L)

Marine Science 152 – Physical and Chemical

Oceanography (Prerequisites: Chemistry and Physics)

COURSES

1 Physical Aspects of the Ocean (3)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will satisfy the General Education requirement for a physical science and, when a laboratory is offered as a part of the course, for a General Education laboratory course, but will not satisfy the requirements of either the Marine Science or Environmental Studies major without the consent of the director of the program. Two lectures and one laboratory or field experience per week; may be taught without laboratory. (Every semester)

20 Introduction to Physical Oceanography (4)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; shoreline processes; and the topography of the ocean basin will be studied. This course is intended for students majoring in either Marine Science or Environmental Studies. Three lectures and one laboratory per week. Prerequisite: Concurrent enrollment in Chemistry 3 or 10A or consent of instructor.

21 Introduction to Marine Biology (4)

An introduction to the organisms in the ocean, including their phylogenetic and ecologic interrelation-

ships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the General Education requirement for a life science and for a laboratory course and may be required in the Environmental Studies major; however, it will not satisfy the requirements of the Marine Science major without the consent of the director of the Marine and Environmental Studies Program. Three lectures and one laboratory per week. (Every semester)

131 General Oceanography (4)

An interdisciplinary study of physical, chemical, and biological processes in the ocean. Topics include: air-sea interactions; nutrient and trace element distributions; primary productivity; and the global carbon cycle. Interactions of biological communities with their chemical and physical environment such as ocean circulation patterns, waves, and tides will be emphasized. Three lectures and one laboratory per week. Prerequisites: Marine Science 20 and 21.

138 Aquaculture (2)

An overview of (mainly) marine aquaculture worldwide. Specific local examples and guest lectures by local aquaculturists. Field trips to local aquaculture facilities may be required.

150 Geological Oceanography (4)

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics. A study of the igneous and sedimentary deposits, microfossils, and resources of the ocean bed. Three lectures and one laboratory per week; some weekend field trips may

**R E C O M M E N D E D P R O G R A M O F S T U D Y
C H E M I S T R Y P A T H W A Y**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Environmental Studies 10 (4)	Chemistry 101A (3)	Chemistry 110A (3)	Marine Science or Chemistry Electives (6)
Chemistry 10A (3)	Chemistry 102A (1)	Marine Science 150 (4)	GE or Electives (9)
Chemistry 11A (1)	Chemistry 20 (3)	Marine Science 151 (4)	Research (1-2)
Biology 19 (3)	Physics 42 (4)	GE or Electives (4-5)	
GE or Electives (3-5)	GE or Electives (3)		
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Marine Science 20 (4)	Chemistry 101B (3)	Chemistry 150 (3)	Marine Science 195 (1)
Chemistry 10B (3)	Chemistry 102B (1)	Marine Science 152 (4)	Marine Science or Chemistry Elective (3)
Chemistry 11B (1)	Physics 43 (4)	Marine Science 153 (3)	GE or Electives (9-10)
Biology 21/21L (4)	GE or Electives (6)	GE or Electives (5-6)	
Mathematics 50 (4)			

The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

be required. Prerequisites: Environmental Studies 10, Marine Science 20, and Mathematics 11.

151W Biological Oceanography (4)

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three lectures and one laboratory per week. Prerequisites: Biology 19, 21, and 21L. Cross-listed as Biology 151 and 151L.

152 Physical and Chemical Oceanography (4)

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, ocean circulation, waves, and tides. Three lectures and one laboratory per week. Prerequisites: Chemistry 10B/11B, Physics 43 or 51, Marine Science 20, and Mathematics 50.

153 Law of the Sea (3)

A study of the regimes of the sea, including fisheries and law enforcement and coastal management zones. The politics of ocean regulation will be examined with special attention to law of the sea negotiations involving strategic and economic prospects for the oceans. Cross-listed as Political Science 129.

157 Marine Environment (3)

A study of the oceans, their influence on the rest of the planet, and threats to their stability. Topics include

utilization of marine resources, marine conservation, global climate patterns generated by the oceans, and marine pollution. Three lectures per week. Prerequisites: Marine Science 131 or 151 and 152 or consent of instructor.

168 Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and cover plankton, nekton, and benthon. Three hours per week consisting of lectures and seminars. Prerequisite: Biology 160 or concurrent enrollment. Cross-listed as Biology 168.

171 Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include currents and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: Marine Science 20, Chemistry 10B/11B, and Physics 42 or 50.

174 History of the Oceans and Climate (3)

Ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles; causal mechanisms of

R E C O M M E N D E D P R O G R A M O F S T U D Y
P H Y S I C S P A T H W A Y

FRESHMAN YEAR

SEMESTER I
Environmental Studies 10 (4)
Mathematics 50 (4)
Chemistry 10A (3)
Chemistry 11A (1)
GE or Electives (3)

SEMESTER II
Chemistry 10B (3)
Chemistry 11B (1)
Marine Science 20 (4)
Mathematics 51 (4)
Physics 50 (4)
GE or Electives (3-6)

SOPHOMORE YEAR

SEMESTER I
Physics 51 (4)
Mathematics 52 (4)
Biology 19 (3)
GE or Electives (3-6)

SEMESTER II
Physics 52 (4)
Biology 21/21L (4)
GE or Electives (3-6)

JUNIOR YEAR

SEMESTER I
Marine Science 150 (4)
Physics Elective (3-4)
GE or Electives (6-8)

SEMESTER II
Marine Science 152 (4)
Marine Science 153 (3)
Marine Science 179/179L (4)
GE or Electives (3-6)

SENIOR YEAR

SEMESTER I
Marine Science 151 (4)
Marine Science 177 (3)
GE or Electives (9)

SEMESTER II
Physics Elective (3-4)
Marine Science 195 (1)
GE or Electives (12)

The recommended programs of study are examples of how courses may be arranged in any of the three anticipated pathways described above. They do not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

past climate change; general circulation models; and the scientific basis of global warming. Three lectures per week. Prerequisites: Marine Science 20 and either Biology 21/21L or Environmental Studies 10 or consent of instructor.

177 Introduction to Fluids (3)

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography and atmospheric science and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, and biology) will be developed. Three hours of lecture per week. Prerequisites: Physics 42-43 (or Physics 50-51) and Mathematics 50-51. Cross-listed as Physics 177.

178 Boundary Layer Flow (3)

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. Examples will illustrate physical aspects of fluid dynamics, biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal, and geological and geochemical aspects of sediment-sea water interactions. Three lectures per week. Prerequisites: Physics 42-43 or consent of instructor.

179 Atmospheric Science (3)

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include atmospheric composition, thermodynamics, radiation, cloud physics and dynamics. Three lectures per week. Prerequisites: Physics 43 or 51 and Chemistry 10A. Cross-listed as Physics 179.

179L Atmospheric Science Laboratory (1)

Laboratory and field work to accompany Marine Science 179. Prerequisite: Concurrent enrollment in Marine Science 179. Cross-listed as Physics 179L.

181 Optical Petrography (4)

The study of minerals, rocks, and soils in hand specimen and thin section. The main objective of this course is to impart an applied and theoretical knowledge of petrographic microscopy and the use of the polarizing microscope as a tool for the identification and classification of minerals and rocks. Topics will include origin, structure, and history of igneous and metamorphic rocks. Two lectures and two laboratories per week. Prerequisites: Environmental Studies 10 and Physics 43 or 51 or consent of instructor. Cross-listed as Environmental Studies 181.

184 Sedimentology and Stratigraphy (4)

Identification and classification of sediments, sedimentary rocks, and sedimentary depositional systems. Oceanic and terrestrial environments will be considered, as well as sedimentary history and paleobiogeography. Three lectures and one laboratory per week. Prerequisites: Environmental Studies 10, Marine Science 20; Marine Science 21 or Biology 21/21L recommended. Cross-listed as Environmental Studies 184.

188 Micropaleontology (4)

A survey of the biostratigraphy, paleoceanography, evolution and applications of microfossils. Special emphasis will be placed on radiolarian and foraminiferan microfossil groups. Two lectures and two laboratories per week. Some field trips. Prerequisite: Marine Science 21 or Biology 21/21L or consent of instructor.

191 Methods in Marine Science (1-3)

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend or extended field trips may be required. Course may be repeated for credit only upon approval of the director of the Marine and Environmental Studies Program.

194A-E Special Topics in Marine Science (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper division standing and consent of the instructor or pathway advisor.

195 Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all senior students majoring in Marine Science and Environmental Studies.

196 Research (1-2)

Students develop and/or assist in research projects in various fields of marine science. Prerequisite: Consent of instructor. (Every semester)

197 Undergraduate Research Assistant (1)

Assist laboratory instructor in all aspects of a Marine Science laboratory. Unit counts toward graduation, but not toward the major/minor.

198 Internship (1-2)

Experience in the practical and experimental application of marine science. Students will be involved in pro-

jects conducted by agencies and institutions outside the university, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of three upper division units can be earned toward fulfillment of the requirements of the major. Pass/Fail only. (Every semester)

MATHEMATICS

Luby Liao, Ph.D., Chair
 Dwight R. Bean, Ph.D.
 William E. deMalignon, M.S., M.A.
 E. Clare Friedman, D. Phil.
 Jane E. Friedman, Ph.D.
 John H. Glick, Ph.D.
 Stanley J. Gurak, Ph.D.
 Stacy Langton, Ph.D.
 Jack W. Pope, Ph.D.
 Lukasz Pruski, Ph.D.
 Lynne B. Small, Ph.D.
 Virginia Stover, Ph.D.
 Alphonse G. Zukowski, M.A.

THE MATHEMATICS MAJOR

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages, and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; and to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

Major requirements

In order to obtain a major in mathematics, the student must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:
 Mathematics 40 (3)*, 50, 51, 52 (12)
 Computer Science 50 (3)
 Mathematics 114 (3)
 Mathematics 121A(3)
 Mathematics 121B or 128 or 140 (3)
 Mathematics 124 or 156 (3)
 Upper division mathematics electives (12)
 Physics 50 and 51 (8)

*Students are strongly advised to complete Mathematics 40 (Logic for Mathematics and Computer Science) before taking upper division courses numbered above 120.

199 Independent Study (1-2)

Independent study designed for individual student needs. Prerequisite: Consent of the director of the Marine and Environmental Studies Program. (Every semester)

Mathematics 40 satisfies the General Education Logic Competency requirement. Students majoring in Mathematics should take this course instead of Philosophy 1 or 2.

THE MINOR

Students may obtain a minor in mathematics by completing 18 units of mathematics. These units must include at least six units of upper division work as well as Mathematics 50, 51, and 52.

The Single Subject Teaching Credential in Mathematics

Additional requirements and recommended course of study can be obtained from the Mathematics Department.

COURSES

10 Intermediate Algebra (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for "work-load credit" only. That is, its three units are counted as part of the student's load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any requirement for General Education, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation. (Every semester)

11 College Algebra (3)

Review of exponents, equations and inequalities; function notation, composition and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Note: Placement exams must be taken within one year of starting this course. Prerequisite: Mathematics 10 at USD with a grade of C- or better, or pass Level 1 mathematics placement exam. (Every semester)

12 Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities and inverse trigonometric functions. (Every semester)

14 Survey of Calculus (3)

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential

and integral calculus. Note 1: This course is not equivalent to Mathematics 50, and will not serve as a prerequisite to Mathematics 51. Note 2: Placement exams must be taken within one year of starting this course. Prerequisite: Mathematics 11 with a grade of C- or better or pass Level 2 mathematics placement exam. (Every semester)

15 Introduction to Probability and Statistics (3)

Probability as a mathematical system; random variables and their distributions; confidence intervals; hypothesis testing; other topics in statistical inference. Prerequisite: Mathematics 11 or equivalent.

21 Investigations in Modern Mathematics (3)

This General Education mathematics course provides a less algebraic alternative to Mathematics 11 for those students who need to fulfill the Mathematical Competency requirement, but who are not planning to go on in math. Topics may include: voting theory, graph theory, sequences, population growth, fractals and recursion. Note 1: This course does not serve as a prerequisite to Mathematics 14, Mathematics 50 or Mathematics 91. Note 2: Placement exam must be taken within one year of starting this course. Prerequisite: Mathematics 10 at USD with a grade of C- or better, or pass Level 1 Mathematics placement exam. (Every semester)

40 Logic for Mathematics and Computer Science (3)

Propositional calculus; first-order predicate calculus; mathematical proof; mathematical induction; fundamental set theory; relations and functions; applications to problems in mathematics and computer science. Prerequisite: Mathematics 11 or equivalent. This course satisfies the Logic Competency Requirement. (Every Spring)

50 Calculus I (4)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references. Note: Placement exams must be taken within

one year of starting this course. Prerequisite: Mathematics 11 with a grade of C- or better, and Mathematics 12, or pass Level 2 mathematics placement exam. (Every semester)

51 Calculus II (4)

Continuation of Calculus I including integration, infinite series, differential equations, applications and historical references. Prerequisite: Mathematics 50 or equivalent. (Every semester)

52 Calculus III (4)

Calculus of several variables; partial derivatives; multiple integration; elements of differential equations; applications; historical references. Prerequisite: Mathematics 51 or equivalent. (Every semester)

91 Mathematical Concepts for Elementary Teachers I (3)

Problem solving; sets; numeration systems; a development of the whole number system; geometric figures; and computers. Note: This course does not count toward either the major or minor in mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: Mathematics 11 or equivalent. (Every Fall)

101 Mathematical Concepts for Elementary Teachers II (3)

Measurement concepts, development of the real number system, algebra, geometric mappings, probability and statistics. Note: This course does not count toward either the major or minor in mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: Mathematics 91 or equivalent. (Every Spring)

103W Writing in Mathematics (3)

A course on writing as used by mathematicians, with emphasis on analyzing and writing mathematical proofs. The mathematical topics addressed will be drawn from several fields and will be accessible to students who have completed

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Mathematics 50 (4) Computer Science 50 (3) GE or Electives (6)	SEMESTER I Mathematics 52 (4) Physics 51 (4) GE or Electives (9)	SEMESTER I Mathematics Upper Division (6) GE, Minor, or Electives (9)	SEMESTER I Mathematics Upper Division (6) GE, Minor, or Electives (9)
SEMESTER II Mathematics 40 (3) Mathematics 51 (4) Physics 50 (4) GE or Electives (6)	SEMESTER II [Mathematics 40 (3)] Mathematics 114 (3) GE or Electives (9)	SEMESTER II Mathematics Upper Division (6) GE, Minor, or Electives (9)	SEMESTER II Mathematics Upper Division (6) GE, Minor, or Electives (9)

a year of calculus. Note: Fulfills the upper division General Education writing requirement, but does not count towards the mathematics major or minor. Prerequisite: Mathematics 52 or concurrent registration in Mathematics 52.

107W History of Mathematics (3)

Selected topics from the history of mathematics. The course will include a variety of writing assignments. Emphasis will be on the history of mathematical ideas, rather than on personalities or social background. Prerequisite: Mathematics 52. (Fall, even years)

110A Applied Mathematics for Science and Engineering I (3)

Matrix algebra; ordinary differential equations; operational techniques. Prerequisites: Mathematics 51. Students may not take both Mathematics 110A and 119 for credit. (Every Spring)

110B Applied Mathematics for Science and Engineering II (3)

Partial differential equations; vector calculus; complex variables; introduction to numerical methods. Prerequisites: Mathematics 52; Engineering 15 or 16 or consent of instructor. (Every Fall)

114 Linear Algebra (3)

Systems of linear equations; matrix algebra and operations; vector spaces of three or more dimensions; linear independence; inner product spaces; linear transformations and their matrices; determinants; eigenvalues and eigenvectors; brief introduction to canonical forms. Prerequisite: Mathematics 51 or consent of instructor. (Every Spring)

115 Theory of Numbers (3)

Divisibility; Euclidean algorithm; fundamental theorem of arithmetic; congruences; Fermat's theorem; Euler's function; Chinese Remainder Theorem; Diophantine equations; primitive roots; quadratic residues; reciprocity law; continued fractions. Prerequisite: Mathematics 52 or consent of instructor. (Fall, odd years)

119 Ordinary Differential Equations (3)

Preliminary ideas; differential equations of the first and second order; linear equations with constant coefficients; operational techniques; simultaneous equations; series solutions, applications. Prerequisite: Mathematics 52. (Fall, even years)

120 Partial Differential Equations (3)

Preliminary notions; techniques for solving well-known partial differential equations of physics; orthogonal functions; applications. Prerequisite: Mathematics 119.

121A-121B Advanced Calculus (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables; infinite processes; convergence theory; and selected topics of advanced undergraduate analysis. Prerequisite: Mathematics 52. (121A: Every Fall; 121B: Spring, odd years)

124 Topology (3)

Metric spaces; topologies; subspaces; continuity; separation axioms; compactness; connectedness. Prerequisite: Mathematics 52 or consent of instructor. (Spring, even years)

125 Complex Function Theory (3)

Analytic function theory; power series; analytic continuation; conformal mapping; applications. Prerequisite: Mathematics 52.

128 Geometry (3)

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry; differential geometry; projective geometry; or metric geometry; historical references. Prerequisite: Mathematics 52 or consent of instructor. (Spring, even years)

131 Numerical Analysis (3)

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; numerical integration; numerical solution of differential equations; interpolation; problem solving on the computer. Prerequisites: Mathematics 51 and Computer Science 50. Cross-listed as Computer Science 131. (Every Fall)

134 Combinatorics (3)

Principles of enumeration; finite difference calculus; generating functions; finite difference equations; principle of Inclusion and Exclusion; introduction to the theory of combinatorial graphs; applications to computer science. Prerequisite: Mathematics 51.

140 Probability and Mathematical Statistics I (3)

Probability axioms; conditional probability; discrete and continuous sample spaces; random variables and common distributions; jointly distributed random variables; central limit theorem. Prerequisite: Mathematics 52 or consent of instructor. (Spring, every year)

141 Probability and Mathematical Statistics II (3)

Statistical models; estimation; hypothesis testing; optimality; linear models; analysis of discrete data; nonparametric methods. Prerequisite: Mathematics 140. (Fall, odd years)

156 Algebraic Systems (3)

An introduction to groups; rings; integral domains; division rings; fields; vector spaces and algebras; applications of these systems to other branches of mathematics. Prerequisite: Mathematics 52 or consent of instructor. (Spring, odd years)

181 Mathematical Logic (3)

Abstract structure of logical arguments; theory of the propositional and predicate calculus; selected topics in modern logic. Prerequisite: Mathematics 52 or consent of instructor.

194 Special Topics (3)

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor. Prerequisite: Mathematics 52 or consent of instructor.

197 Senior Seminar in Teaching Mathematics (2)

Senior Seminar for Single Subject Credential students in mathematics. Historical contributions to mathematics by various ethnic, racial, and cultural groups by both men and women. Equity considerations in mathematics educa-

tion. Variations in how students learn mathematics. Diverse methods of communication and assessment in mathematics. Practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course is offered exclusively on a pass/fail basis. This course will not apply towards the major or minor in mathematics. (Fall, odd years)

198 Internship (1-3)

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies and institutions. Enrollment is arranged on an individual basis according to the student's interest and background and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in mathematics. Mathematics 198 may be repeated for a total of 3 units.

199 Independent Study (3)

Student reading and research in selected special topics; student presentations. May be repeated for credit once with a different topic. Prerequisite: Consent of instructor.

*M*USIC

Kay Etheridge, D.M.A., Music Coordinator
Marianne Richert Pfau, Ph.D.
Angela Yeung, Ph.D.

THE MUSIC MAJOR

The Music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of the musical literature from the Middle Ages to the present through a balanced course offering in music theory, music history, and solo and ensemble performance. Depending upon the student's interest, emphasis can be given to any of these three areas.

The program provides an appropriate background for prospective candidates for advanced degrees who are preparing for careers as musicologists, composers, performers, music librarians, and teachers.

Major requirements

In order to obtain a major in Music, the student must satisfy the General Education requirements as set forth in this *Bulletin*; enroll in a total of 41 music units, 25 music units of which must be upper division work; and complete the following courses:

Theory: Music 11, 12, 13, 52, 53, one from Music 105, 108, or 114

History: Music 70, 120A, 120B, two from Music 123W, 124, 125, 126, or 145

Keyboard Proficiency Exam (Music 53 or equivalent)

Four semesters of private lessons (main instrument or voice)

Four semesters of a performance ensemble, to be chosen from Music 61/161, 62/162, 65/165, 66/166; Choral Scholars must take Music 63/163
Senior project (Music 198)

Emphases

Performance Emphasis

Music 196, private lessons of major instrument or voice every semester, six of which must be upper division.

Theory/Composition Emphasis

Must take Composition (Music 107) or one additional upper division theory course.

History/Literature Emphasis

Must take one additional Special Topics course in Music History (Music 195)

THE MINOR

Theory: Music 11, 12, 13, 52, 53

History: Music 70, 120A, 120B

Two semesters of a performance ensemble, to be chosen from Music 61/161, 62/162, 65/165 66/166; Choral Scholars must take Music 63/163

Three additional units in music

COURSES

10 Fundamentals of Music I (3)

Basic elements of notation, rhythm, major and minor scales, and triads. For students with no prior music training. Not applicable towards a music degree. (Every semester)

11 Fundamentals of Music II (3)

Continuation of Fundamentals of Music I; advanced concepts of rhythm, scales and transpositions, chords and inversions. Applicable towards a GE course for students with some previous music training. (Every semester)

12 Harmony I (3)

Elementary harmony; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; introduction to harmonic, linear, and formal analyses. Prerequisite: Music 11 or consent of instructor; must be taken concurrently with Music 52. (Every Spring)

13 Harmony II (3)

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, introduction to twentieth-century techniques. Prerequisite: Music 12 or consent of instructor; must be taken concurrently with Music 53. (Every Fall)

20 Class Piano I (1)

Designed for students with no prior keyboard experience. Study of notation, keys, scales, chords, and elementary piano repertoire. (Every semester)

21 Class Piano II (1)

Designed for students with elementary piano reading skills. Sight reading, harmonization, transposition, improvisation, and piano repertoire. Prerequisite: Music 20 or consent of instructor. (Every semester)

22 Class Voice (1)

Voice study in a classroom environment for beginners. The students will be introduced to correct breathing techniques, vocal production, and sight reading.

30 Introduction to Music (3)

A GE course introducing students to all aspects of classical music. Masterpieces by major composers from the Middle Ages to the present. A non-technical course involving listening, concert visits, reading and live musical demonstrations. Not applicable towards a music degree. (Every semester)

31-41/131-141 Private Music Lessons (1)

An additional fee of \$300 covers the studio charge (see p. 30 in this *Bulletin*). Students must provide instruments (except for piano, harpsichord, percussion, organ).

131-141 are specifically for music majors with performance emphases and require the advisor's approval to register. A jury at the end of the semester will constitute part of the final grade.

May be repeated for credit.

31/131: Piano

32/132: Voice

33/133: Strings

33a/133a: Strings - violin

33b/133b: Strings - viola

33c/133c: Strings - violoncello

33d/133d: Strings - double bass

34/134: Woodwinds

34a/134a: Woodwinds - flute

34b/134b: Woodwinds - oboe

34c/134c: Woodwinds - clarinet

34d/134d: Woodwinds - bassoon

35/135: Brass

35a/135a: Brass - horn

R E C O M M E N D E D P R O G R A M O F S T U D Y

4 Semesters of Lessons (Lower Division or Upper Division)
4 Semesters of Ensembles (Lower Division or Upper Division)

FRESHMAN YEAR

SEMESTER I

Music 11 (3), 70 (3)
GE or Electives (9-10)

SEMESTER II

Music 12 (3), 52 (1)
GE or Electives (11-12)

SOPHOMORE YEAR

SEMESTER I

Music 13 (3), 53 (1)
Music 120A (3)
GE or Electives (8-9)

SEMESTER II

Music 105 (3)
Music 120B (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I

Music 108 or 114 (3)
Music 191 (3)
GE, Minor, or Electives
(9-10)

SEMESTER II

Music 123W, 125, or
145 (3)
Music Upper Division (3)
GE, Minor, or Electives
(9-10)

SENIOR YEAR

SEMESTER I

Music 124 or 126 (3)
Music Upper Division (3)
GE, Minor, or Electives
(9-10)

SEMESTER II

Music Upper Division (6)
Music 198 (1)
GE, Minor, or Electives
(8-9)

35b/135b: Brass - trumpet
 35c/135c: Brass - trombone and tuba
 35d/135d: Brass - saxophone
 36/136: Percussion
 37/137: Harp
 38/138: Historical winds
 39/139: Historical strings
 40/140: Guitar
 41/141: Harpsichord

45 Basic Music Skills (3)

Fundamental musical skills for teaching young students through theory, singing, and playing instruments including keyboard, tone bars, and autoharp. Each student participates in several teaching projects. No prior musical training required. Designed to assist Elementary Education majors. (Every semester)

52 Aural and Keyboard Skills I (1)

Practical application of Harmony I; must be taken concurrently with Music 12. (Every Spring)

53 Aural and Keyboard Skills II (1)

Practical application of Harmony II; must be taken concurrently with Music 13. Fulfillment of Keyboard Proficiency Test for Music majors. (Every Fall)

61/161 Chamber Music (1)

Study and public performance of chamber music, instrumental or vocal. By audition. May be repeated for credit. (Every semester)

62/162 University Choir (1)

A mixed choral ensemble devoted to the study and performance of a wide variety of choral literature from all historical style periods. Prerequisite: Consent of instructor. May be repeated for credit. (Every semester)

63/163 Choral Scholars (1)

A highly selective vocal ensemble devoted to the intensive study of choral and vocal literature from all style periods. Activities include show choreography, vocal jazz and frequent tours throughout the Western United States. By audition. May be repeated for credit. (Every semester)

64/164 Opera Workshop (1)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting culminating in full performance.

65/165 USD Symphony (1)

Study and public performance of orchestral music. By audition. May be repeated for credit. (Every semester)

66/166 Folk Music Ensemble (1)

Study and public performance of folk music of different cultures. No prior musical training required. May be repeated for credit. (Every semester)

70 History of Western Music (3)

A chronological survey of music history, from the Middle Ages to the present, focusing on Western music, and including selected non-Western styles. An examination of music within the context of the liberal arts, with an introduction to major composers, styles and representative works. Reading, writing, listening, and concert visits. (Every Fall)

105 Form and Analysis (3)

Study of musical forms from all historical style periods and survey of historical and contemporary analytic methods; analysis, writing in various styles and form, free composition. Prerequisite: Music 13 or consent of instructor. (Every Spring)

107 Composition (3)

Application of compositional devices from all style periods; original works in small and large forms, instrumental or vocal. Prerequisite: Music 13, 105, 108 or 114.

108 Orchestration (3)

Score study with emphasis on orchestral instrumentation from all style periods; score and parts notation and preparation, writing exercises for individual instruments, scoring for various ensembles. Prerequisite: Music 13 or consent of instructor. (Every other Fall)

114 Counterpoint (3)

Study of melodic design, polyphony, and contrapuntal devices from all historical style periods; species counterpoint, linear analysis of modal and tonal music, writing in various contrapuntal styles and form, free composition. Prerequisite: Music 13 or consent of instructor. (Every other Fall)

120A Music History I: 850-1750 (3)

Music in society from the Middle Ages to the late Baroque: composers; evolution of styles and genres; instruments; historical performance practices; present-day significance of early music; cultural, historical, social, and political conditions of the art; cross-cultural comparisons. Informed listening; library research; writing projects; concert visits. (Every Fall)

120B Music History II: 1750-Present (3)

Musical styles and composers from the early Classical period through the present: changing functions of music in society; position and self-understanding of the artist; historical conditions; tradition and individualism; cross-cultural influences; the perpetual search for novelty in sound. Informed listening; library research; writing projects; concert visits. (Every Spring)

123W History of Medieval and Renaissance Music (3)

A detailed study of sacred and secular music from the 9th through the 16th century, with consideration of historical, cultural, and political context. The impact on music of medieval philosophy, esthetics, religion, science; the patronage system; the Age of Humanism; the Age of Discovery. A writing course that includes informed listening, live concerts, and library research. (Every other year)

124 History of Baroque and Classical Music (3)

Study of vocal and instrumental literature from Bach to Beethoven; intellectual and historical setting; music as expression of the cultural conditions of its time; composition as craft; the shared musical language of the Viennese Classical Style. Study through listening, reading, writing, videos, live concerts. (Every other year)

125 History of Romantic Music (3)

Vocal and instrumental works from the early 19th century age of expression through Nationalism and Impressionism; opposing trends from miniature to the grandiose, from intimate to mass music, from craft to personal inspiration; the cult of the genius. Late Beethoven to Debussy. Listening, reading, writing, live concerts. (Every other year)

126 History of Twentieth Century Music (3)

The rebellion against Romanticism, pre-WWII styles, Expressionism; atonality; serial music; non Western influences; post-1945; the age of anxiety; experimentalism; neo-Romanticism; new frontiers in electronic and mixed media; minimalism. Stravinsky to Glass. Listening, reading, writing, live concerts. (Every other year)

142 Conducting (3)

Choral and instrumental conducting. Beat patterns, hand positions, score reading. Prerequisite: Music 13, 105, 108 or 114.

145 World Music (3)

A survey of traditional and folk music of Western and non-Western cultures. (Every Spring)

191 Computer Application in Music I (3)

Introduction to computer applications in music performance, publishing, research, and education. Study of network operations, personal computing, MIDI, electroacoustic music, multimedia. (Every Fall)

192 Computer Application in Music II (3)

Advanced study of computer music production and analysis; sequencing and notation software, effects processing, recording techniques, arranging for synthesizers, analysis of computer music literature from recordings, publication of compositions through network. Prerequisite: Music 191 or consent of instructor. (Every other Spring)

193 Music Management (3)

Study of music management techniques including concert production, rehearsal preparation, publicity, and fundraising.

195 Special Topics in Music History (3)

An examination of selected topics, such as History of Sacred Music, History of Opera, History of Jazz. May be repeated for credit when topic changes.

196 Special Topics in Music Literature (3)

An examination of specialized musical repertoires, such as Piano Literature, Vocal Literature, or String Literature. May be repeated for credit when topic changes.

197 Music Management Internship (1)

Practical experience in music management through service to a university or a community performance organization. May be repeated for credit. Prerequisite: Consent of Music Coordinator and of director of performing organization.

198 Senior Project (1)

Public presentation during the senior year of a recital, a lecture/workshop and original composition, or a research project, under the direction of a faculty supervisor. For Music majors only.

199 Independent Study (1)

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only.

PHILOSOPHY

Jack S. Crumley II, Ph.D., Chair
 H.E. Baber, Ph.D.
 John Donnelly, Ph.D.
 Michelle Gilmore Grier, Ph.D.
 Lawrence M. Hinman, Ph.D.
 Patrick J. Hurley, Ph.D., J.D.
 Gary E. Jones, Ph.D., J.D.
 Reverend James W. McGray, Ph.D.
 Rodney G. Peffer, Ph.D.
 Linda Peterson, Ph.D.
 Ann L. Pirruccello, Ph.D.
 Dennis A. Rohatyn, Ph.D.
 Reverend William L. Shipley, Ph.D.
 Michael F. Wagner, Ph.D.
 Mark Woods, Ph.D.

THE PHILOSOPHY MAJOR

The question "What is Philosophy?" is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts; others view it more etymologically as a search for wisdom; and others view it as speculation upon the principles governing human nature and destiny. Philosophy thus includes the study of logical thinking, the practice of rational investigation and understanding, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The Philosophy Department at USD is pluralistic, covering all significant historical periods and most major philosophical methods. The USD Philosophy Department has a deep and special concern for the study of ethics, values, and the moral life. Additionally, Philosophy students at USD can expect to be exposed to perennial epistemological, metaphysical, and theological issues and theories in philosophy—both as these are discussed in the classical texts of great philosophers but also in their contemporary treatment.

Career Opportunities and Advising

The intellectual enthusiasm which philosophy inspires in its students makes graduate work in philosophy, perhaps followed by teaching, a natural aspiration for many philosophy majors. Accordingly, providing a solid preparation for graduate level work in philosophy, or in another Humanities or related discipline, is one goal of the Philosophy Department. At the same time, students of philosophy find themselves well prepared for a variety of other careers as well. Statistically, Philosophy majors perform exceptionally well on the LSAT and GMAT examinations, for example; and philosophers are found in top positions in such diverse areas as business, computers, government, public administration, publishing, and many other career areas. The specialized knowledge required in many careers can be acquired from a few elective courses or

on the job. Indeed, employers in many career areas are increasingly more interested in a person's basic skills, for example, in writing and communicating, in generating and logically organizing ideas, in formulating and resolving qualitative as well as quantitative problems, and in his or her adaptability to changing circumstances and knowledge. An education in Philosophy — as also with other Liberal Arts areas — can foster these sorts of skills to a high degree. Finally, apart from the many ways in which philosophy students can utilize (and have utilized) their Philosophy degree, it is well to recall the Socratic adage, which inspires all of philosophy, that the unexamined life is not worth living.

Students considering a major or minor in philosophy may discuss their program and interests with any member of the Philosophy Department, or contact the department office for the designated Philosophy advisor(s).

Note: Majors are encouraged to complete their lower division history of philosophy requirements as soon as possible after declaring their major.

Major requirements

The student must satisfy the General Education requirements as set forth in this *Bulletin* and complete the following courses:

Logic course (Philosophy 1, 2 or 100) and three of the following five courses: Philosophy 70, 71, 72, 73, or 74 for a total 12 units; Philosophy 120; either 121 or 162; three of the following four courses: Philosophy 110, 111, 112, 113; and nine units of upper division Philosophy electives, at least six of which are not to be taken from the Philosophy 130-148 sequence, for a total of 24 units.

THE MINOR

Eighteen units in Philosophy, at least nine of which must be upper division.

A Special Note for Students Interested in Law

The Philosophy Department has paid special attention to the needs and interests of students interested in law, whether as a career option or as an area of philosophical investigation in its own right. Legal Studies is a fundamental, perennial area of inquiry and study in philosophy; and several members of the USD Philosophy Department include aspects of legal studies among their areas of expertise. Legal Studies is also an expanding area of interest among USD philosophy students, especially those considering law school. Members of the department holding joint degrees in Philosophy (Ph.D.) and Law (J.D.) and other Philosophy faculty regularly offer courses in Political Philosophy, Philosophy of Law, Legal Reasoning, Legal Ethics, and other courses bearing upon socio-political and

legal theory and practices. These courses, when taken together with the major's particular requirements in Logic and other areas of Philosophy, provide a rigorous program of legal studies in Philosophy for our students.

No particular courses are designated as requirements for a minor in Philosophy (see Minor requirements above). However, Philosophy minors interested in legal studies, whether in its own right or in connection with a pre-law aspiration, might consider Philosophy 133, 160, and either 161 or 162 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 department holding joint Ph.D. and J.D. degrees for additional advising.

COURSES

1 Introduction to Logic (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, sentential inference forms. (Every semester)

2 Basic Symbolic Logic (3)

Sentential and Predicate Logic. Topics include symbolization, truth tables, truth trees, and derivations (natural deduction). Emphasis will be placed upon applications of this formal system to statements and arguments in ordinary language.

10 Introduction to Philosophy (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester)

11 Philosophy of Human Nature (3)

A study of the basic activities, powers, and human nature. Topics may include consciousness, freedom, habits, body, and emotions.

12 Philosophy and Literature (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death, and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

14 Philosophy and Technology (3)

Technology is the art of rational problem-solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is "alternative technology" an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

70 History of Ancient Philosophy (3)

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought culminating in Plotinus. Requires Philosophy major or minor, or Sophomore standing.

71 History of Medieval Philosophy (3)

Origins of the medieval period; St. Augustine, St. Anselm, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of

RECOMMENDED PROGRAM OF STUDY

<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
SEMESTER I Preceptorial (3) GE or Electives (9)	SEMESTER I Philosophy Lower Division* (3) GE or Electives(12)	SEMESTER I Philosophy Upper Division** (3) Philosophy Upper Division (3) GE or Electives (9-10)	SEMESTER I Philosophy 120 (3) Philosophy Upper Division (3) GE or Electives (10)
SEMESTER II Philosophy Lower Division* (3) GE or Electives (12)	SEMESTER II Philosophy Lower Division* (3) GE or Electives (12)	SEMESTER II Philosophy Upper Division** (3) GE or Electives (9-11)	SEMESTER II Philosophy 121 or 162 (3) Philosophy Upper Division (3) GE or Electives (9-11)

*Take one of the following: Philosophy 70, 71, 72, 73, or 74.

**Take one of the following: Philosophy 110, 111, 112, or 113.

nominalism. Requires Philosophy major or minor, or Sophomore standing.

72 History of Classical Modern Philosophy (3)

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism. Requires Philosophy major or minor, or Sophomore standing.

73 Twentieth Century Analytical Philosophy (3)

An introduction to the main currents of late 19th and 20th century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning. Requires Philosophy major or minor, or Sophomore standing.

74 Twentieth Century Continental Philosophy (3)

An introduction to the main currents of late 19th and 20th century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as poststructuralism, semiotics and deconstructionism. Requires Philosophy major or minor, or Sophomore standing.

75 Asian Philosophy (3)

An examination of the major traditions, systems and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

76 American Philosophy (3)

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, the ending of the "GOLDEN Age." Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

100 Intermediate Symbolic Logic (3)

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

101 Inductive Reasoning

This course examines inferences and forms of reasoning whose conclusion is claimed to go beyond the information provided by the premises--for example, predictive inferences, analogical reasoning, statistical generalizations, causal inferences, scientific confirmation, probabilistic reasoning, and justifications of behavior as rational. Various conceptual puzzles concerning inductive inference and reasoning, and case studies of its empirical and moral applications may be considered.

105 Automated Reasoning (3)

Topics from artificial intelligence are studied philosophically, and are brought to life by means of a logic programming language. The aim is to show how computers seem to reason. An underlying question is whether it is possible for computers not merely to simulate intelligence but to behave intelligently.

110 Metaphysics (3)

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God.

111 Philosophy of Knowledge (3)

An examination of the nature and scope of human knowledge, including a consideration of such topics as scepticism, theories of meaning, analyticity, belief, evidence, certainty, truth, perception, memory, and the problem of other minds.

112 Philosophy of God (3)

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience and creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; religion and morality.

113 Philosophy of Mind (3)

The mind-body problem and the analysis of mental state concepts. Topics may include: the nature of mind, including dualist and contemporary materialist theories; representation; psychological explanation; artificial intelligence; and may also include personal identity issues.

114 Philosophy of Language (3)

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th century philosophy. Specific topics may include: language and reality; language and psychology; referential theories of meaning; ideal languages; meaning as use; private languages; truth-conditional theories of meaning; descriptive and causal theories of reference and of linguistic competence and performance; verificationism; and/or an introduction to modal semantics.

115 Philosophy of Natural Science (3)

The study of the language and activity of the scientific community. Topics include: scientific explanation; prediction; laws; theories; models; paradigms; observations; experiment; scientific method; and the question of reductionism in science.

120 Ethical Theory (3)*

A study of the general principles of ethical conduct. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant's deontological ethics; ethical values and facts; free will and moral responsibility. (Every Fall)

121 Social Ethics (3)*

A study of the applications of ethical concepts and principles to different areas of human social conduct. Contemporary ethical and social issues are considered in such areas as: biomedical ethics, sexuality, human rights, business ethics, and ecology.

130 Ethics (3)*

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

131 Biomedical Ethics (3)*

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing, abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention. (Every semester)

132 Business Ethics (3)*

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation and government regulation.

133 Legal Ethics (3)*

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system; the moral responsibilities of lawyers within corporations and government; the conflict between personal ethics and obligations to clientele; and whether legal education

involves a social conditioning process with its own implicit value system.

134 Studies in Ethics (3)*

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying; environmental ethics; business ethics; morality and science fiction; morality and teaching; etc. Depending on the suffix, the course may be repeated for credit.

135 Death and Dying (3)*

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

136 Virtues and Vices (3)*

An investigation of the morality of character that considers the question, "What kind of person ought I to 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.

137 Mass Media Ethics (3)*

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, analysis of media presentations.

138 Environmental Ethics (3)*

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights; endangered species; pesticides and pollution; energy technologies; depletion of resources; global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

139 Political Ethics (3)*

An exploration of selected ethical issues in the field of governmental service, such as: campaign promises; welfare programs; taxation; overstepping the limits of the office; lying; whistle-blowing; also, an examination of ethical issues in international politics, especially the morality of

*Courses marked with an asterisk Fulfill the General Education Ethics Requirement

war, the promotion of human rights, and problems of international distributive justice.

140 Morality and War (3)*

Normative ethical theories applied to moral questions associated with war, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? Is it possible to justify the use of nuclear weapons? Is the threat to use nuclear weapons justifiable as a deterrent?

141 Ethics and Education (3)*

This course provides an introduction to such topics in moral theory as: ethical relativism, deontological and consequentialist approaches to morality; and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

142 Engineering Ethics (3)*

Examines the rights, responsibilities and social role of the professional engineer. Topics may include: conflicts of interest; the moral status of organizational loyalty; public safety and risk assessment; reproductive engineering and human dignity; preventing environmental destruction; "whistle-blowing"; defective product liability; engineers and corporate power; engineers and government; 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; the use and abuse of new technologies.

143 Gender and Economic Justice (3)*

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences and to improve the economic status of women—such as affirmative action—raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

149 Value Theory (3)

What is value? Is there a gap between values and facts? Can we ever rationally defend (or reject) value-claims in ethics, art, politics, religion? What is the relation between economics and value? How does history influence value and the study of value? Readings include G.E. Moore, John Dewey, Ralph Barton Perry, Max Scheler, Robert S. Hartman.

160 Legal Reasoning (3)

This course introduces students to concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. Prerequisite: Philosophy 1 or consent of instructor.

161 Philosophy of Law (3)

A philosophical examination of the nature, divisions, and functions of law and legal reasoning. Important theories in the history of legal philosophy will be considered, including the views of Plato, Aristotle, Aquinas, Bodin, Grotius, Bacon, Hobbes, Kant and Marx. Analysis of the basic concepts of legal philosophy rights, responsibility, justice, property, punishment, law and morality. Study of selected contemporary issues in legal philosophy with case materials.

162 Political Philosophy (3)

The nature and end of the state; relation of the individual's rights and duties to those of the state and vice versa, and the relation between states; the kinds of states; their institution, preservation, and destruction.

167 Studies in Renaissance Philosophy (3)

This course studies main figures in Renaissance thought - Petrarch, Pico, Vives, Bacon, et al. It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

170 Studies in Ancient Philosophy (3)

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being and change.

171 Studies in Medieval Philosophy (3)

An in-depth study of selected medieval philosophers, that is, St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

172 Studies in Modern European Philosophy (3)

An intensive examination of one or more major figures in 17th-19th century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a

*Courses marked with an asterisk Fulfill the General Education Ethics Requirement

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.

173 Studies in Contemporary Analytic Philosophy (3)

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis) or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

174 Studies in Contemporary Continental Philosophy (3)

An intensive examination of major formative or current figures (such as Kierkegaard, Nietzsche, Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, deconstructionism) or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

175 Studies in Process Philosophy (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

176 Studies in Asian Philosophy (3)

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

180 Philosophy of Art (3)

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty; the criteria for excellence in artistic productions; the differences between art and science; and the relation between art and culture. Readings may include Aristotle's Poetics, Kant's Critique of Judgement, Dewey's Art as Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

181 Philosophy of Education (3)

An examination of some major theories of the meaning and function of education and of its role in reshaping

society. Readings may include Plato's Meno and Republic, Aristotle's Politics, Rousseau's Emile, Dewey's The School and Society and The Child and the Curriculum, and various works by Piaget.

183 Philosophy of Social Sciences (3)*

A study of the fundamental concepts, methods and goals of the social sciences, including a consideration of such topics as: the nature of the human action; the possibility of a science of human nature; the relationship between the natural and social sciences; explanation and understanding; laws and theories; objectivity and value judgments; and freedom and determinism.

185 Philosophy of History (3)

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

190 Philosophy of Love (3)

A course aimed at tracing the definition and understanding of love through the history of thought in order to obtain an understanding of this reality which claims such an important role in today's living. Classical and contemporary thinkers, including Plato, Aristotle, Kierkegaard, Freud, and Fromm are studied from many disciplines for a more comprehensive view of the topic.

194 Contemporary Philosophical Problems (3)

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate; the mind-body problems; relativism and the possibility of objective knowledge; etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

*Courses marked with an asterisk Fulfill the General Education Ethics Requirement

PHYSICS

Ray H. White, Ph.D., Program Director
 Gerald N. Estberg, Ph.D.
 Gregory D. Severn, Ph.D.
 Daniel P. Sheehan, Ph.D.

THE PHYSICS MAJOR

The University of San Diego offers a program leading to a bachelor's degree with a major in physics, providing a sound undergraduate program in physics within the framework of a liberal education provided by the College of Arts and Sciences. This major provides a suitable preparation for graduate study or for immediate employment in physics and in related fields. The USD physics program has an advanced laboratory/research laboratory located in the lower floor of Loma Hall. Physics students are encouraged to participate in undergraduate research. There are facilities for experimental research in plasma and vacuum physics, non-linear processes in fluid flow, and sports physics.

The student must satisfy all General Education requirements as set forth in this *Bulletin* and complete the following courses.

Preparation for the Major

Physics 50, 51, 52, 52L
 Mathematics 50, 51, 52
 Chemistry 10A-10B, 11A-11B

Major requirements

The 24 units of upper division work must include Physics 120, 124, 125, 127, 130, 131 plus an additional upper division physics laboratory course (Physics 177L, 179L, or 180W). In exceptional circumstances, a student may substitute experimental physics research for this laboratory course.

Note: A minor in Mathematics is required for the Physics Major.

All students, whether expecting to attend graduate school or expecting to work in industry, will benefit from an upper division experimental laboratory experience, and such an experience is required to complete the major. In addition, the student is advised to take additional course work in mathematics and as many as possible of the following elective courses in Physics: 180W, 194, 195, 196.

Students should fulfill as many of the non-science General Education requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a Bachelor's degree in physics. It is recommended that a student take Mathematics 50 in the first semester and Mathematics 51 as well as Physics 50 in the

second. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 11 and 12 the Summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 11 and 12 in the Fall of the freshman year and still begin Physics 50 in the Spring of the freshman year, along with Mathematics 50.

THE MINOR

The 18 units required for a minor in Physics must include at least six upper division units, and should normally include Physics 50 and 51.

COURSES

1 Physics and Society (3)

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and applications; ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. (Every semester)

2 Physics and Society with Laboratory (3)

A discussion and empirical examination of the concepts which unify our experience with the physical world. Topics are presented at an elementary level for the student with little or no background in physical science. Science-related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and application; ethical decisions in the application of new scientific discoveries. Two lectures, one laboratory/recitation weekly.

5 Weather and our Atmosphere (3)

An introduction to the nature of our atmospheric environment. This course will include topics such as weather, storms, air pollution, climate, climate change, and interpretation of satellite images. Special attention will be given to issues such as our influence on our atmosphere and climate and the impact of the atmosphere, weather and climate on us. There are no science prerequisites. Two lectures and one three hour laboratory per week. This course satisfies the Physical Science General Education requirement with laboratory. Cross-listed as Environmental Studies 5.

6 Astronomy (3)

A survey of astronomy covering astronomical history, descriptive astronomy, planetology, stellar birth/life/death, and cosmology. This course satisfies the Physical Science

General Education requirement with laboratory. Two lectures and one laboratory weekly. No science prerequisites.

7 Astronomy (3)

A survey of astronomy covering astronomical history, planetology, stellar birth/life/death, large-scale structures, and cosmology. Three lectures weekly; no formal laboratory. No science prerequisites.

42 General Physics I (4)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: Concurrent registration in Mathematics 14 or 50. (Every Semester)

43 General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Every semester)

50 Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: Mathematics 50 completed or concurrent required; Mathematics 50 completed and Mathematics 51 concurrent recommended. (Every Spring)

51 Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: Physics 50 completed and Mathematics 51 completed or concurrent required; Mathematics 52 concurrent recommended. (Every Fall)

52 Introduction to Thermodynamics, Optics, and Modern Physics (3)

A study of thermodynamics, geometrical and physical optics, and an introduction to modern physics. Three lectures per week. Prerequisites: Physics 51 and Mathematics 51. (Every Spring)

52L Introduction to Thermodynamics, Optics, and Modern Physics Laboratory (1)

Laboratory experiments will be performed to illustrate the topics presented in the lecture course: Introduction to Thermodynamics, Optics, and Modern Physics (Physics 52). Prerequisite: Concurrent enrollment in Physics 52.

98 Physics Laboratory (1)

Laboratory experience in physics for those students who have already completed a non-laboratory course in general physics (Physics 42, 43, 50, 51) but who need laboratory to complete their physics requirement. May be repeated for credit to complete the lab requirement for a different course in general physics.

120 Electronics (4)

Development of the principles of direct current and alternating current circuits; electrical measurement techniques; electronics with discrete components-active and passive; power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 51, Mathematics 14 or 50. Cross-listed as Computer Science 120.

121 Digital Logic and Microcomputers (4)

Introduction to a simple microprocessor and its applications; microcomputer systems organization; memory and I/O interfacing; assembly language programming of a simple microprocessor; use of assemblers and other develop-

Arts and Sciences

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR

SEMESTER I
Preceptorial (3)
Mathematics 50 (4)
GE or Electives (6-9)

SEMESTER II
Physics 50 (4)
Mathematics 51 (4)
GE or Electives (6-9)

SOPHOMORE YEAR

SEMESTER I
Physics 51 (4)
Mathematics 52 (4)
Chemistry 10A (3)
Chemistry 11A (1)
GE or Electives(3)

SEMESTER II
Physics 52 (3)
Physics 52L (1)
Chemistry 10B (3)
Chemistry 11B (1)
Physics 120 (4)
GE or Electives (3-6)

JUNIOR YEAR

SEMESTER I
Physics 124 or 130 (3)
Mathematics Upper
Division (3)
Physics 127 (4)
GE or Electives (6)

SEMESTER II
Physics 125 or 131 (3)
Mathematics Upper
Division (3)
GE or Electives (9)

SENIOR YEAR

SEMESTER I
Physics 124 or 130 (3)
Physics Elective (4)
GE or Electives (8)

SEMESTER II
Physics 125 or 131 (3)
GE or Electives (12)

ment tools. Three hours of lecture and one laboratory weekly. Prerequisite: Physics 120; a high-level programming language is recommended.

124 Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 51, Mathematics 52. (Alternate years)

125 Electromagnetic Theory II (3)

Applications of Maxwell's equations in areas such as: optics; plasma physics; superconductivity; electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Alternate years)

127 Analytical Mechanics (4)

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 51, Mathematics 52. (Alternate years)

130,131 Modern, Quantum, and Statistical Physics I, II (3,3)

Modern physical theories are studied including quantum and statistical mechanics. Applications are considered in areas such as atomic, nuclear, solid state, and elementary particle physics. Three lectures per week. Prerequisites: Physics 52 and Mathematics 52. (Alternate years)

177 Introduction to Fluids (3)

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography and atmospheric science and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, and biology) will be developed. Prerequisites: Physics 42-43 (or Physics 50-51), Mathematics 50-51 and consent of instructor. Cross-listed as Marine Science 177.

177L Fluids Laboratory (1)

Laboratory work to accompany Physics 177. Prerequisite: Concurrent registration in Physics 177. Cross listed as Marine Science 177L.

179 Atmospheric Science (3)

A development of atmospheric science based upon the fundamental principles of the physical sciences. Topics include: atmospheric composition; thermodynamics; radiation; cloud physics and dynamics. Three lectures per week. Prerequisites: Physics 43 or 51 and Chemistry 10A. Cross-listed as Marine Science 179.

179L Atmospheric Science Laboratory (1)

Laboratory and field work to accompany Physics 179. Prerequisite: Concurrent registration in Physics 179. Cross-listed as Marine Science 179L.

180W Experimental Physics (4)

Introduction to principles of research and techniques with an emphasis on vacuum science, electromagnetic, plasma, and atomic physics. Techniques for creating, exciting and measuring electromagnetic, atomic and thermodynamic properties of laboratory plasmas using associated apparatus. Both analogue and digital data acquisition instrumentation will be used. Laboratory reports and papers will be required for each experiment. Three lectures per week, one three hour laboratory per week. Prerequisites: Physics 120, Physics 125 concurrent or completed.

193 Techniques in Physics (1-3)

Training and practice in those areas of Physics of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of four units of credit. Prerequisite: Consent of instructor. (Every semester)

194 Special Topics (1-4)

Topics chosen by the instructor in areas such as: thermodynamics; statistical mechanics; solid state; hydrodynamics; quantum mechanics; plasma physics; nuclear physics; elementary particle physics; and advanced physics laboratory. May be repeated for credit if the course material is different. Prerequisites: Physics 51 and consent of instructor.

195 Seminar (1)

A weekly seminar on a current topic in Physics. Generally, the students and staff will attend a Physics seminar or colloquium in the San Diego area. Each student will also be required to prepare a presentation either on his or her own research work or on a review of a current area. One hour per week.

196 Research (1-4)

An undergraduate research problem in experimental or theoretical physics or research participation in the Environmental Studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: Consent of the instructor.

POLITICAL SCIENCE

Randy Willoughby, Ph.D., Chair
 Delavan Dickson, Ph.D.
 Patrick F. Drinan, Ph.D.
 Virginia Muller, Ph.D.
 Vidya Nadkarni, Ph.D.
 Vali Nasr, Ph.D.
 Noelle Norton, Ph.D.
 Lee Ann Otto, Ph.D.
 Michael R. Pfau, Ph.D.

THE POLITICAL SCIENCE MAJOR

The Political Science major prepares the student for graduate study in the field as well as for careers such as government (the largest employer in the United States), teaching, journalism, law, and foreign service (with industry as well as government).

Preparation for the Major

Political Science 1, 5, 15, 20.

Major requirements

Twenty-four units of upper division work to include Political Science 108 and 109.

THE MINOR

Political Science 1, 15, 108, and nine upper division units.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Political Science. The specific requirements for the teaching credential differ from general requirements for the Political Science major.

Students interested in pursuing a Social Science Teaching Credential should consult the department chair.

COURSES

1 Introduction to Political Science (3)

This course will provide students with an understanding of the basic concepts and processes of Political Science as well as the background information and analytical skills needed to comprehend today's difficult political issues. It will also attempt to communicate some of the excitement of Political Science as a field of study.

5 Research Methods in Political Science (3)

This course is designed to introduce students to the various stages of the research process from conceptualization of the research question to interpretation of findings. Students will learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective.

15 American Politics (3)

An analysis of the origin, development, structure, and operation of national, state, and local government in terms of historic political issues.

20 International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, and war. Theories looking to significant patterns in world politics are analyzed and discussed.

101 Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state, and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society.

102 State and Local Government (3)

An examination of the political functions of state and local governments.

105 Public Policy (3)

A study of the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

106 Women in Politics (3)

An analysis of women in politics from an historical as well as theoretical perspective. Among the topics to be examined will be the status of women, women as voters and as an interest group, women in public office, and women designing policy at national and local levels.

107 Urban Politics (3)

An analysis of the complex nature of city politics. The interaction among governmental institutions, political actors, private interests and the marketplace will be discussed. Themes include: urban regimes, urban political history, suburbanization, urban growth and renewal, and race, class and gender issues.

108 History of Political Thought: Ancient to Modern (3)

An examination of the formation and development of political ideas, from Greek political philosophy to modern political thought. Emphasis will be upon the relation between theory and practice in political life.

109 History of Political Thought: Modern and Contemporary (3)

An examination of political ideas in the modern Western tradition. Emphasis will be upon the relation between theory and practice in political life.

110 Comparative Political Ideology (3)

An examination of modern political ideology from a comparative perspective including democratic liberalism, socialism (democratic and authoritarian), fascism, and contemporary Third world nationalism.

111 Religion in Politics (3)

An introduction to the study of the role of religion in sociopolitical change. The course will deal with the theoretical literature on the subject and focus on the salient cases in the various religious traditions and regions of the world.

112 Politics in Literature (3)

This course will explore the political content of selected classical, modern, and contemporary literature. Emphasis will be placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

113 Politics and Parties (3)

An examination of the origin, nature, structure and operation of American political parties, interest groups and social movements, and their role in the political process.

114 American Political Thought (3)

The origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

115 Political Behavior (3)

Political socialization, orientation and participation are discussed. Both quantitative and traditional research

methods will be utilized to explain the political behavior of the American electorate.

117 Presidency (3)

An analysis of the institution of the presidency, its functions, formal and informal relationships and its limitations within the American political system. Emphasis will be on the dynamics of the presidency, personality, performance, leadership, staffing, executive-legislative relationships, and policy formation.

118 Congress (3)

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. Students participate in a simulation of the House of Representatives.

120 Constitutional Law I (3)

The course will focus on the early development of American constitutional law including the Articles of Confederation, the Constitutional Convention, and the development of Supreme Court doctrines in such substantive areas as judicial review, federalism, and the contract and commerce clauses.

121 Constitutional Law II (3)

A continuation of the examination of Supreme Court opinions with a focus on issues involving civil rights and liberties.

122 Judicial Behavior (3)

An analysis of judicial policies and decision making and the study of the recruitment and career patterns of legal elites.

126 Comparative Public Law (3)

A cross-national, historical, and comparative analysis of constitutional, administrative and criminal law in diver-

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Political Science 1 (3) GE or Electives (9-10)	SEMESTER I Political Science 5 (3) GE or Electives (12)	SEMESTER I Political Science 108 (3) Political Science Upper Division (3) GE, Minor, or Electives (9)	SEMESTER I Political Science Upper Division (6) GE, Minor, or Electives (9-10)
SEMESTER II Political Science 15 (3) GE or Electives (12-13)	SEMESTER II Political Science 20 (3) Political Science Upper Division (3) GE or Electives (9)	SEMESTER II Political Science 109 (3) Political Science Upper Division (3) GE, Minor, or Electives (9)	SEMESTER II Political Science Upper Division (6) GE, Minor, or Electives (9-10)

gent political systems. Subject countries will vary, but will include representative states within the Civil Law, Common Law, and Socialist Law traditions.

127 International Law (3)

The theory and practice of international law; diplomatic intercourse and its problems; the recognition of states; treaties and alliances; the International Court.

128 International Organizations (3)

An introduction to the study of the international organization in world politics. The focus will be on the development of the 20th century entities: the League of Nations and United Nations.

129 Law of the Sea (3)

A study of regimes of the sea including fisheries, law enforcement, and coastal management zones. The politics of ocean regulation will be examined with particular attention to law of the sea negotiations involving strategic and economic prospects for the oceans. Cross-listed as Marine Science 153.

130 International Political Economy (3)

An introduction to the study of the history, issues, and dynamics of political/economic interactions in the international economy. The course focuses on relations of the advanced industrial societies and issues affecting the less developed countries. Special topics such as international energy, the international debt crisis and international migration will also be considered. Economics 11 and 12 are recommended.

135 Politics and the Environment (3)

This course will examine decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students will examine both American and international environmental issues, and will consider the historical and theoretical bases of current environmental policies and initiatives.

150 Core Course: Comparative Politics (3)

This course provides an overview of the theoretical approaches to comparative politics, including such themes as political development, state-society relations, modernization theory, Marxist analysis of Third World development, the role of the state, theories of imperialism, dependency theory, bureaucratic-authoritarianism, corporatism, and new institutionalism. The course will also examine topics of special interest, such as military policy, religion, politics, economic liberalization, democratization, and ethnic conflict. Development will be studied in the context of global politics, international economic relations, and regional relations.

154 Politics in Western Europe (3)

A survey of the political cultures, institutions, and processes of the United Kingdom, France, and the Federal Republic of Germany. Some attention will be given to national policies and to the development of a more integrated western European community.

155 Politics in France (3)

This course examines French political regimes prior to the 5th Republic; the current institutions of government; the evolution of the major political parties; the cultural dimension of French politics; and selected domestic and foreign policies.

156 Politics in Germany (3)

This course addresses historical and contemporary political issues to illustrate how formal and informal institutions interact to deal with some of the problems facing a united Germany.

157 Politics in England (3)

This course examines the development of democracy in England; the institutions of government and parliament; political parties; and selected domestic and foreign policies.

158 Comparative Politics of Developing Countries (3)

An introduction to the study of issues affecting political development in Third World societies. The roles of the state, the party, the military, the bureaucracy, the international system, and the indigenous cultural milieu will be investigated.

159 Revolutionary Change (3)

A comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and stages of revolutions, and the conditions that influence their outcome. Special attention will be on the French, Russian, Chinese, Nicaraguan, and other revolutions.

170 Core Course: International Relations (3)

A study of the major theoretical perspectives in the field of international relations. The rise of the neorealist school of thought will be examined, along with critiques of neorealism and alternative theoretical approaches. Emphasis will be on the relationship between theory and practice.

177 European Security Policy (3)

An analysis of the political, military, and economic dimensions of European security in the post-World War II period. Special attention will be given to the countries of the United Kingdom, France, and the Federal Republic of Germany, as well as the security interests of Eastern Europe.

178 Contemporary American Foreign Policy (3)

Problems and issues of current import in American foreign policy. The focus is on the decision making process and the impact of the domestic and international environment on that process.

179 U.S. National Security Policy (3)

An examination of military technology; international relations theory; domestic security politics; nuclear strategy; arms control, conventional forces; alliance dynamics; political economy of defense; and Third World intervention.

180 Russian Politics (3)

An analysis of the decline of the Tsarist and Soviet empires with attention to economic, nationality, and governance issues. Scenarios for the political reorganization of the region will be examined.

181 Politics in Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the region with the former Soviet Union and the European Communities will be emphasized.

182 Russian Foreign Policy (3)

An examination of the rise and decline of the USSR as a superpower. Implications of the breakup of the Soviet Union will be analyzed including general effects on the international political and economic systems. Future role of Russia in international politics.

185 Latin America in World Affairs (3)

This course will focus on Latin America's role in international politics. International organizations, relations with the United States and other countries, and regional issues will be examined.

186 Politics in Latin America (3)

This course will explore the issues, forces and processes of political development in the Latin American region.

187 Politics in South Asia (3)

An introduction to the study of politics in South Asia with a focus on the issues of socioeconomic change, political development, regional relations, and international linkages. The course will focus principally on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka will also be considered.

189 Politics in Japan (3)

Political culture of contemporary Japan is studied with attention to the evolution of political practices. Japanese policies relating to industrialization and modernization are examined.

190 Politics in China (3)

An examination of contemporary politics and political issues in China. Emphasis on factors such as Chinese history, ideology, and institutions that influence Chinese politics.

192 Politics in the Middle East (3)

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 will be explored.

193 Comparative Foreign Policy (3)

The course will examine how comparison of foreign policies can be accomplished. Public policy formation and political structures in various countries will be analyzed with particular attention to the linkage of domestic and foreign policy decision-making.

194 Special Topics in Political Science (3)

An examination of topical issues affecting politics in the United States. The course may be repeated for credit when the topic changes.

195 Special Topics in International Relations (3)

An examination of topical issues affecting the domestic politics of foreign countries or the international political system. This course may be repeated for credit when the topic changes.

198 Internship (1-6)

Participation in a governmental internship at local, state, or national level. Students will be required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior Political Science majors with a grade point average of 3.0 or higher. Students may not earn more than a total of six units in Political Science 198, and only three units may be used toward the major. Prerequisites: Political Science 15 and 101, or consent of instructor.

199 Independent Study (1-3)

Advanced individual study in Public Policy, American Institutions, International Relations, Public Law, Political Theory, or Comparative Politics. This course is open only to junior or senior political science majors with a grade point average in political science courses of 3.3 or higher. It may be repeated for credit once, although not in the same area of the discipline. Approval of instructor and department chair is required, and substantial prior course work in the area is expected.

Note: For graduate courses in Political Science, see the *Graduate Bulletin*.

PSYCHOLOGY

James M. Weyant, Ph.D., Chair
 Michael Haney, Ph.D.
 Michael A. Ichiyama, Ph.D.
 Daniel D. Moriarty, Ph.D.
 Patricia Kowalski, Ph.D.
 Sandra Sgoutas-Emch, Ph.D.
 Gerald Sperrazzo, Ph.D.
 Annette Taylor, Ph.D.

THE PSYCHOLOGY MAJOR

Psychology is the study of human and animal behavior. The objective of USD's psychology program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare. The major is designed to help students prepare for admission into graduate or professional school in psychology and provide a background for other career possibilities. The major may be used as a foundation for entry into fields such as the ministry, primary and secondary education, social work, probation, law, medicine, business and personnel work.

Preparation for the Major

Psychology 1, 30, and 60 are required; Mathematics 14 is strongly recommended as is the use of Biology 1 or 4 to fulfill the Life Science requirements for General Education. Computer Science 6 is recommended for students who lack experience with computer applications.

Major requirements

A minimum of 27 upper division units is required and must be distributed as follows:

One course from each of the following areas:

- Biological: Psychology 142 or 144
- Clinical: Psychology 152, 154, 155 or 156
- Cognitive: Psychology 132, 134 or 136
- Developmental: Psychology 114 or 116
- Social: Psychology 122
- Theories: Psychology 172, 174 or 177

One advanced research methods/laboratory course:

- Psychology 115, 133, 135, 137, 143, 145, or 158

(Note: Offered as W courses, these fulfill the General Education upper division writing requirement.)

Six additional units of upper division psychology course work.

The electives chosen to complete the major requirements should be selected with a view to achieving balance among the major areas of psychological knowledge. A maximum of four units from any combination of Psychology 196, 197, and 198 elective units can be applied toward the units required to complete the major. Units beyond this limit are, however, 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. Students planning an internship (Psychology 198) should enroll in a Field Experience (Psychology 197) in their junior year. Those who anticipate doing Independent Study (Psychology 199) should begin that work in the first semester of their senior year.

Note: Transfer students who wish to graduate as psychology majors will normally be expected to complete a minimum of 12 upper division units in psychology at USD.

THE MINOR

A minimum of 18 units is required for the minor. These must include Psychology 1 and 30 and at least three upper division courses. Psychology 60 is strongly recommended.

The American Humanics Certificate

Majors who plan to earn the American Humanics Certificate should confer with the Director of American Humanics (administered by the School of Education) about the preferred elective courses within the major.

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 Education.

COURSES

1 Introductory Psychology (3)

This General Education course provides an introduction to basic concepts in psychology. Topics include: the biological bases of behavior; development; sensation and perception; learning; motivation; psychological measurement; personality; behavior disorders; and social psychology. (Every semester)

10 Life Span Human Development (3)

An introduction to the basic concepts, principles and theories that describe the physical, cognitive, and personality changes that occur throughout the life span. This course will also deal with the practical implications of developmental theory and research.

30 Research Methods in Psychology (3)

Introduction to the principles and methods of psychological research through lecture, discussion, and participa-

tion in laboratory and field research projects. This course will emphasize research designs. (Every semester)

60 Statistics (3)

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. (Every semester)

100 Critical Thinking (3)

A pervasive problem in the psychological literature is the presence of multiple theories and models that have no factual or empirical basis. In this course students will learn to critically evaluate the validity of theories, hypotheses, and writings in psychology by applying standards from perceptual, cognitive, physiological, and social psychology.

105 Computer Analysis of Behavioral Science Data (3)

Students will learn to enter data on a computer and to use existing programs (for example, SPSS) to perform the kinds of analyses introduced in basic statistics courses (for example, central tendency, variation, correlation, t-tests, analysis of variance and chi square). More advanced statistical procedures (for example, multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: Psychology 60.

114 Developmental Psychology: Childhood and Adolescence (3)

The study of growth and development of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual life. Prerequisite: Psychology 1.

115 Research Methods/Laboratory in Developmental Psychology (3)

In-depth study of research methods in developmental psychology. Emphasis will be placed on the factors that make developmental research unique, on the appropriateness of particular methods for specific research or practical questions, and on the critical evaluation of research reports. Written project reports as well as a literature review and research proposal will be required. Prerequisites: English 21, Psychology 1, 30, 60, and 114 or 116.

116 Developmental Psychology: Adulthood and Aging (3)

A study of human behavior and development into the adult years. Adulthood and aging as part of the generally accepted stages in the life span, attitudes about the adult years and contemporary theories and research in the field will be discussed. A volunteer experience in the community may be required. Prerequisite: Psychology 1.

122 Social Psychology (3)

The study of how people think about, relate to and are influenced by others. Topics include: group behavior; socialization; social interaction; attitude change; affiliation; aggression; altruism; person perception; and the role of psychological factors in social problems. Current research will be stressed.

126 Organizational/Industrial Psychology (3)

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection; social influence and human relations in organizations; leadership; and organizational change.

132 Conditioning and Learning (3)

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning; instru-

R E C O M M E N D E D P R O G R A M O F S T U D Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
<p>SEMESTER I Psychology 1 Preceptorial (3) or Psychology 1 (3) English 21 (3) Mathematics 11 or 14 (3) GE (6)</p>	<p>SEMESTER I Psychology 60 (3) GE (12)</p>	<p>SEMESTER I Psychology Upper Division (6) GE or Electives (9)</p>	<p>SEMESTER I Psychology Upper Division (6) GE or Electives (9)</p>
<p>SEMESTER II Psychology 30 (3) Biology (3) GE (9)</p>	<p>SEMESTER II Psychology Upper Division (3) GE (9)</p>	<p>SEMESTER II Psychology Upper Division (6) GE or Electives (9)</p>	<p>SEMESTER II Psychology Upper Division (6) GE or Electives (9)</p>

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 English 21 in the second semester of the freshman year equally as well as in the first semester.

mental learning; observation learning; perceptual-motor and verbal learning and cognition. Current research will be stressed. Prerequisites: Psychology 1 and 30.

133 Research Methods/Laboratory in Conditioning and Learning (3)

This course is designed to give the student an in-depth, hands-on experience with the research methods used in the study of conditioning and learning. Projects involving both human and non human subjects will be conducted to illustrate the equipment, research designs, and procedures commonly employed in the area. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: English 21, Psychology 30, 60 and prior completion of or concurrent enrollment in Psychology 132.

134 Human Memory (3)

A scientific approach to the traditional study of human memory, including structural concepts (memory stores), and process concepts (encoding, organization, retrieval). More recent approaches, including neural networks and concepts related to ecological validity are also explored. Prerequisites: Psychology 1 and 30.

135 Research Methods/Laboratory in Human Memory (3)

This course integrates an in-depth exploration of selected human memory topics with an emphasis on experimental research methods. Readings of original research, active participation in laboratory replications, and complete research report preparation and write-ups will accompany each topic. The course will culminate with the preparation of an original research project. Prerequisites: English 21, Psychology 30, 60, and prior completion of or concurrent enrollment in Psychology 134.

136 Cognitive Psychology (3)

Study of how people process information. Topics include: perception; attention; memory; imagery; language; concept formation; and problem solving. Both basic and applied issues will be addressed. Recent advances in neural network models will be introduced. Prerequisites: Psychology 1 and 30.

137 Research Methods/Laboratory in Cognitive Psychology (3)

This course integrates an in-depth exploration of selected topics with an emphasis on experimental research methods. Readings in original research, active participation in laboratory replications, complete research report preparation and write-ups will accompany each topic. The course will culminate in the preparation of an original research project. Prerequisites: English 21, Psychology 30,

60, and prior completion of or concurrent enrollment in Psychology 136.

138 Attention (3)

Attention will be studied in terms of models (filter and capacity), types (divided, sustained, selective, and switching), and disorders (schizophrenia, attention deficit disorder, and Alzheimer's). Prerequisites: Psychology 1 and 30 or consent of instructor.

142 Biological Psychology (3)

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed. Prerequisites: Psychology 1 and 30 or consent of instructor.

143 Research Methods/Laboratory in Biological Psychology (3)

This course is designed to provide in-depth, hands-on experience with the concepts, methods, and techniques used in biological/ physiological psychology research, including anatomical and histological methods, surgical and pharmacological manipulations. Written project reports, as well as a literature review and research proposal will be required. Prerequisites: English 21, Psychology 30, 60 and completion of or current enrollment in Psychology 142, or consent of instructor.

144 Animal Behavior: Comparative Psychology and Ethology (3)

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include: research strategies; classification of behavior; evolution and development of behavior; the concept of instinct; communication; and social behavior. Current research will be stressed. Prerequisites: Psychology 1 and 30 or consent of the instructor.

145 Research Methods/Laboratory in Animal Behavior (3)

This course will explore the research methods used in the study of animal behavior in both laboratory and field settings. Observational skills will also be developed. Completion of a field project at an appropriate site will be required. Several laboratory projects and demonstrations will be conducted. Project reports as well as a research paper will be written. Prerequisites: English 21, Psychology 1, 30, 60, and concurrent enrollment in or prior completion of Psychology 144, or consent of the instructor.

147 Behavior Genetics (3)

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Summer or Intersession)

148 Psychobiology of Sexual Behavior (3)

Investigation of the evolutionary, genetic, neural, hormonal and experiential factors in the development and expression of sexual behavior in animals and humans. (Summer or Intersession)

152 Introduction to Methods of Psychotherapy (3)

Introduction to problems, methods, and basic issues of psychotherapy. Prerequisite: Psychology 1.

154 Behavior Disorders of Childhood (3)

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders. Prerequisite: Psychology 1.

155 Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological psychological and sociological factors involved. Prerequisite: Psychology 1.

156 Psychological Assessment (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 30 and 60.

157 Health Psychology (3)

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, and psychological approaches to prevention and management, and treatment compliance. Prerequisites: Psychology 1 and 30.

158W Research Methods/Laboratory in Health Psychology (3)

This course is designed to provide in-depth discussion about the various methods, concepts, and techniques in the field of Health Psychology. Emphasis will be placed on the types of issues and methods that make Health Psychology unique. Requirements include written critical reviews of various journal articles, a literature review and a research proposal. Prerequisites: Psychology 1, 30, 60, and either concurrent enrollment in or prior completion of an upper division health psychology course.

172 History and Systems of Psychology (3)

A survey of the major ideas that have affected the development of Western psychology. The empirical, rationalistic and materialistic roots of modern psychology will be discussed.

174 Theories of Motivation (3)

Analysis of the factors that activate, direct, and modulate human and animal behavior. Biological, behavioristic, and cognitive approaches will be emphasized. Prerequisite: Psychology 1 or consent of instructor.

177 Theories of Personality (3)

Foundations of theory will be presented. Major contributions of the analytic, behavioristic, and phenomenological schools of thought will be emphasized. Prerequisite: Psychology 1.

194 Contemporary Problems in Psychology (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in-depth investigations on subjects of special concern to the instructor. May be repeated with different topics. Prerequisite: Junior standing.

196 Research Experience (1)

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of two units.

197 Field Experience in Psychology (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of four units (each unit in a different agency), but restricted to one unit per semester. (Every semester)

198 Internship in Psychology (3)

This course involves two hours of class meetings and eight hours of field work each week. Fieldwork is under the joint supervision of agency personnel and the course instructor. Regularly scheduled conferences with the faculty supervisor are required and a log of the experience is maintained by each student. Prerequisite: Prior field experience, Senior standing preferred with consent of the instructor. (Every semester)

199 Independent Study (1-3)

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written report is required.

THEOLOGICAL AND RELIGIOUS STUDIES

Joseph A. Colombo, Ph.D., Chair
 María Pilar Aquino, S.T.D.
 Helen deLaurentis, Ph.D.
 Kathleen M. Dugan, Ph.D.
 Orlando O. Espín, Ph.D.
 Russell Fuller, Ph.D.
 David L. Gardiner, Ph.D.
 Florence Morgan Gillman, Ph.D., S.T.D.
 Evelyn Kirkley, Ph.D.
 Rev. Dennis W. Krouse, S.T.D.
 Gary A. Macy, Ph.D.
 Lance E. Nelson, Ph.D.
 Rev. Ronald A. Pachence, Ph.D.
 Patricia A. Plovovich, Ph.D.
 Rev. Norbert J. Rigali, S.J., Ph.D.

THE THEOLOGICAL AND RELIGIOUS STUDIES MAJOR

Theology and the study of religion reflect upon the existence and nature of God, the human experience of God and God's revelation in the world. The Roman Catholic tradition is pre-eminent within a curriculum that is both ecumenical and cross-cultural. Since all upper division courses presuppose a religious studies foundation, students are expected to have completed at least one lower division course before enrolling in upper division courses.

Major Requirements

36 units

Lower Division

Religious Studies 16 and one other course

Upper Division

One course from Religious Studies 112-121, Religious Studies 141 or 142, 160, 164, one course from 180-188 and 15 upper division elective units

Minor Requirements

18 units

Lower Division

Religious Studies 16, and one other course

Upper Division

Religious Studies 160 or 164 and nine elective units

COURSES

10 The Nature of Religion (3)

An introduction to the study of religion, investigating universal constants in religious experience such as myths, symbols, ethical values and concern with the meaning of life and death.

11 Belief and Unbelief (3)

An investigation in the context of modern atheism and secular humanism into the validity of the claim of religion to speak truthfully of God and to describe the adequate response of human beings to the divine being.

12 Introduction to World Religions (3)

A survey of the major religious tradition of the world, focusing on an understanding of the religious world views and practices that shape culture across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures.

14 Foundations in Catholic Theology (3)

An investigation of the fundamentals of Christian belief and of characteristics distinguishing the Roman Catholic from other Christian traditions.

16 Introduction to Biblical Studies (3)

A study of the Bible: its formation, historical character, primary themes and interpretation.

17 Introduction to U.S. Religious History (3)

An historical examination of the development of religious beliefs and practices in the United States, including Protestantism, Catholicism, Judaism, Native and African American religions, and sectarian movements.

19 Christianity and Its Practice (3)

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

111 Christianity and Other Faith Traditions (3)

A study of the relation of Christianity to Hinduism, Buddhism, Chinese religions, Judaism, and Islam. Selected readings from the major religions, the Christian Scriptures, Church Fathers, Second Vatican Council, and contemporary theologians. Prerequisite: Religious Studies 12. Recommended: Religious Studies 14, 16, or 19.

112 Hindu Faith and Practice (3)

A historical and systematic study of Indian religion from the Vedic revelation to modern theologians with special emphasis on points of contact between Hindu and Christian thought. Prerequisite: Religious Studies 10, 12, or consent of instructor.

113 Jewish Faith and Practice (3)

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions.

114 Buddhist Faith and Practice (3)

A systematic study of the life and teachings of Gautama and an investigation of Buddhism in India, Southeast Asia, China, and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism. Prerequisite: Religious Studies 10, 12, or consent of instructor.

115 Islamic Faith and Practice (3)

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history. Prerequisite: Religious Studies 10, 12, or consent of instructor.

120 Native American Religious Traditions (3)

An historical and systematic investigation into the spiritual contribution of Native Americans, their ethos and their meaning for Christianity and the future of humanity.

121 Afro-Latin Religions (3)

This course studies the three main religions of African origins in Latin America and the United States. Santería/Candomblé, Vodoun, and Umbanda are approached and interpreted from diverse perspectives: historical, cultural, theological, etc. Their formation and development are contextualized in the Latin American experience of slavery. Their contemporary significance is discussed. Prerequisite: Religious Studies 10, 12, or 158.

130 Foundations of Christian Ethics (3)

An investigation of the norms of behavior, values and ideals of the Christian life.

134 Christian Social Ethics (3)

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition. Prerequisite: Religious Studies 16.

135 Catholic Social Thought (3)

A study of the origins and development of modern Catholic Social Thought focusing on the major official documents with address contemporary issues of social justice, including the sociopolitical dimension of Christian faith and spirituality. Prerequisites: Religious Studies 14 or Religious Studies 134.

141 Christian Worship (3)

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration. Prerequisite: Religious Studies 14 or 16.

142 Christian Sacramental Practice (3)

A study of the practice, history and theology of Christian

initiation, eucharist, penance, anointing of the sick, holy orders and matrimony. Prerequisite: Religious Studies 14 or 16.

143 Christian Marriage (3)

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament. Prerequisite: Religious Studies 14, 16, or 19.

153 Early Christianity (3)

A study of the theology and religious practices of the first five centuries of Christianity. Prerequisite: Religious Studies 14 or 16.

154 The Medieval Church (3)

A study of the theology and religious practices of Western Christianity during the 6th through 15th centuries.

155 The Reformation Era (3)

A study of the theologies and religious traditions leading to and expressed in diverse ecclesial communities in Christianity during the 16th and 17th centuries. Prerequisite: Religious Studies 14 or 16.

156 The American Catholic Experience (3)

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics.

158 U.S. Latino Catholicism (3)

A culturally contextualized study of the beliefs and practices of Latino Catholics in the U.S., with particular emphasis on popular Catholicism.

160 Jesus in Christian Tradition (3)

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition. Prerequisite: Religious Studies 14, 16 or 19.

161 Christian Understanding of the Human Person (3)

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation. Prerequisite: Religious Studies 14, 16, or 19.

162 The Christian Understanding of Salvation (3)

An examination of the Christian understanding of salvation and the redemptive work of Christ from biblical, historical and contemporary perspectives. Prerequisite: Religious Studies 14 or 16.

163 Fundamental Theology (3)

An examination of selected classical and contemporary primary source texts on topics such as reason and knowledge of God, religion and evidence, the nature of faith, the logic of religious language, and science and religion.

164 Theology of the Church (3)

An investigation of the origin, nature and function of the Church, primarily from the Catholic perspective. Recommended: Religious Studies 14, 16 or 19.

166 The Problem of God (3)

The questions "What is God?" "Does God exist?" and "What does it mean to believe in God?" are investigated against the background of classical theism and modern thought.

167 The Problem of Evil (3)

An examination of the problem of evil within the context of the Christian faith from biblical, historical and/or contemporary theological perspectives.

168 U.S. Latino and Latin American Theologies (3)

An analysis of the contexts, major themes, authors and texts of U.S. Latino and/or Latin American theologies. Liberation and cultural theologies will be emphasized.

170 Gender and Religion in the United States (3)

An examination of religion's role in shaping womanhood and manhood and the roles men and women have played in shaping religious communities in the U.S.

171 Cults and Sects in the United States (3)

An historical, sociological, and theological examination of new religious movements commonly called cults and sects in the U.S.

181 The Pentateuch: Jewish and Christian Roots (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition and their theological contributions to Judaism and Christianity. Prerequisite: Religious Studies 16 or consent of instructor.

182 The Prophetic Tradition of Israel (3)

A study of Old Testament prophets in their historical, social and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world. Prerequisite: Religious Studies 16 or consent of instructor.

183 Matthew and Mark (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels. Prerequisite: Religious Studies 16 or consent of instructor.

184 The Writings of Luke (3)

A study of the Gospel of Luke and Acts of the Apostles. This course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church. Prerequisite: Religious Studies 16 or consent of instructor.

185 Pauline Theology (3)

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life. Prerequisite: Religious Studies 16 or consent of instructor.

186 Johannine Theology (3)

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine, and eschatology. Prerequisite: Religious Studies 16 or consent of instructor.

188 The World of the Bible (3)

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

190 The Holocaust: Death of God or Death of Humanity? (3)

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

194 Topics in Theological and Religious Studies (3)

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor. Prerequisite: Consent of instructor.

199 Directed Individual Study (1-3)

Prerequisite: Consent of instructor and approval of the department chair and of the dean.

SOCILOGY

Anne Hendershott Ph.D., Chair
George J. Bryjak, Ph.D.
Eugene M. Labovitz, Ph.D.
Judith Liu, Ph.D.
Michael P. Soroka, Ph.D.

THE SOCIOLOGY MAJOR

The program in Sociology is designed to prepare students for graduate work in this discipline, and/or for work or advanced study in related fields of health, education, law, probation, welfare, and urban studies.

Preparation for the Major

Sociology 1, 10, and 60.

Major Requirements

Twenty-four upper division units in sociology, to include:

Sociology 122 or 123 (3)

Sociology 124 (3)

18 additional upper division units.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Sociology. The specific requirements for the teaching credential differ from general requirements for the Sociology major. Students interested in pursuing a Social Science Teaching Credential should consult the School of Education.

THE MINOR

Eighteen units of sociology including Sociology 1 and nine upper division units.

Students are required to complete Sociology 1 (Introduction to Sociology) or Sociology 10 (Social Problems) prior to enrolling in any upper division Sociology course. Students are also required to have completed 45 units before enrolling in upper division Sociology courses. These prerequisites may be waived with permission from the instructor.

COURSES**1 Introduction to Sociology (3)**

Basic concepts of sociology: groups; social processes; status; role; society; behavior patterns; social institutions; culture; social change. (Every semester)

10 Social Problems (3)

An analysis of modern social problems recognizing the sociological factors involved. Emphasis on the scientific method of approach. An evaluation of various views on the causes of and solutions for social problems.

60 Statistical Methods (3)

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation.

111 Popular Culture (3)

An examination of the material and other cultural artifacts of everyday life in our society. Included for analysis are popular literature, films, television, and other mass media forms; popular icons such as children's toys and adults' automobiles as reflections of underlying cultural values and beliefs; and the promotion of "the good life" through popular advertising.

120 American Society (3)

An introduction to American society within historical and social perspectives. Transitions and transformations in American 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 America's social structure, political institutions, and cultural framework.

122 Early Sociological Theories (3)

Development of sociological theories from Auguste Comte to Max Weber. Prerequisite: Upper division standing.

123 Modern Sociological Theories (3)

Development of sociological theories of contemporary European and American sociologists. Prerequisite: Upper division standing.

124 Methods of Social Research (3)

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research design, empirical methods, and the special problems of measurement, analysis, and interpretation are stressed.

131 Race and Ethnic Relations (3)

An introduction to theory and research relative to minority group relations in the United States and elsewhere, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

145 Social Psychology (3)

An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership and collective behavior, are stressed.

147 Introduction to Criminology (3)

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

148 Juvenile Delinquency and Urban Gangs (3)

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency and urban gangs. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. It also explores the behavior of juveniles and urban gang members on the streets, in the schools, in the family and in the community; and, examines the response of the criminal justice system. The

emphasis of the course is upon the process through which juvenile behavior becomes juvenile delinquency, and through which juveniles become juvenile delinquents.

149 Social Control (3)

An examination and analysis of the various strategies and techniques utilized to combat deviant and criminal behavior. Attention will be focused on the organization and operation of the American criminal justice system.

150 Social Organization (3)

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

151 Modern Chinese Society (3)

This course analyzes the historical and social development of the People's Republic of China from 1949 to the present. Topics explored include: the problems of post-revolutionary institutionalization; the role of ideology; the tension between city and countryside; Maoism; major social movements; socialist education; the urban work force; and the status of women.

153 Marriage and the Family (3)

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability.

157 Social Stratification (3)

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

158 Political Sociology (3)

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

162 Sociology of Developing Nations (3)

An analysis of theories attempting to explain the forces of change that resulted in the transition of pre-industrial societies to modern industrial states. Attention will be focused on contemporary underdeveloped societies and the problems associated with modernization.

163 Urban Sociology (3)

An introduction to the study of communities including the city, rural-urban regions, urban ecology, and social change in urban areas.

168 Social Deviance (3)

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

169 Sexuality in Contemporary Society (3)

An analysis of the phenomenon of human sexuality from a sociological perspective. Topics include: the biological basis of sexuality; development of sex roles; historical and cross-cultural views of sexuality; and trends in sexual behavior and attitudes.

170 Sociology of Education (3)

An introduction to education as a social process and a social institution. Topics include: the social functions of education; the school as a formal organization and social system; social factors affecting the educational process; and an examination of change and innovation in education.

175 Sociology of Work (3)

This course explores the sociological changes in the nature of work across time including the organizational context of work and the transformation of worker specialization into stratification. Attention will be given to the rapidly changing demographics of today's workplace, the impact of the microelectronic revolution, the constantly evolving world economy, collective responses to work, and, the interactive effects of work and family.

180 Collective Behavior (3)

An examination of the short-lived and often extraordinary noninstitutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem to periodically disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized, as social movements, as part of a new and emerging sociocultural order.

185 Sociology of Aging (3)

Study of the sociological, psychological and cultural approaches and problems related to aging. Emphasis is placed on what it means to grow old in American society.

188 Sociology of Sport (3)

An examination of the role of sport in American society. Topics to be explored include: sport and social values; socialization into sport; the political and economic aspects of sport, sports and violence; sport and education; the African American athlete; and women in sports.

190 Sociology of Mass Communication (3)

A sociological analysis of mass communications and mass media in modern industrial and post industrial societies. Topics will include: the development of modern mass communications systems; the role of mass communications media as both conveyor and shaper of public opinion and mass culture; the political impacts of mass communications systems; and the structure and control of mass communications channels.

194 Special Topics in Contemporary Sociology (3)

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand)

197 Internship in Sociology (3)

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required

from each student. A maximum of six units of credit from Internship and/or Field Experience courses may be applied toward fulfillment of requirements for the Sociology major. Prerequisites: Junior or senior standing and consent of the faculty supervisor are required prior to registration.

198 Field Experience in Sociology (1)

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 hours of training and service in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor and a learning journal of experiences are required from each student. May be taken for one to three units per semester. Pass/Fail option only. A maximum of six units of credit from Internship and/or Field Experience courses may be applied toward fulfillment of requirements for the Sociology major. Prerequisite: Consent of faculty supervisor is required prior to registration.

199 Independent Studies (1-3)

Individual study and written research. Prerequisite: Consent of instructor and of department chair.

THEATRE ARTS

Marilyn Bennett, Ph.D., Coordinator
John Forbes, M.F.A., Design, Technical Theatre

THE THEATRE ARTS MINOR

The Theatre Arts minor is designed to encourage students to explore both the theoretical and the practical aspects of the theatrical form. Students read plays and discuss them in the classroom; they also see productions on campus, in area theatres and on film. They have the responsibility to write about theatre in several formats, and have regular opportunities to participate in performance projects and productions. Students are encouraged to enroll in dramatic literature courses offered by both the English and the Foreign Languages and Literatures departments to broaden their theatrical vocabulary and to create their own interdisciplinary programs in consultation with program faculty.

Minor requirements

The 19-21 units should include 1-3 units of Theatre 15, 3 units of each Theatre 20, 30, 160 or 165, and six units of additional upper division courses, three of which should be in dramatic literature. Theatre 11 is recommended.

COURSES**11 Introduction to Theatre (3)**

A survey course designed to provide the general student with an exposure to the basic elements intrinsic to the the-

atrical event. Lectures, demonstrations and student projects in each of five units: dramatic literature; physical theatre; acting; directing; and scenic design. (Every semester)

15 Theatrical Production (1-3)

Experience in producing a play for performance, by participation in a main stage production. Credit varies according to student's charge. By audition or appointment by the director only. (Every semester)

20 Technical Theatre (3)

Provides the student with the knowledge of stage craft and the theatre plant prerequisite to successful design for the stage. Material is presented and explored through the activities of the production studio. Students engage in set and costume construction projects, learn to hang and focus lights and to run basic light and sound equipment, all in support of the concurrent theatre production. May be repeated for credit. (Every semester)

25 Fundamentals of Stage Design (3)

An introduction to the general area of design for the theatre. Initial class sessions focus on the history of and current practices in theatrical design. For the latter part of the semester, focus shifts to treatment of specific areas of stage design: scene design, stage lighting and costume

design. Complimentary areas of graphic presentation, as rendering, model building, mechanical drawing and figure drawing, will be included. Prerequisite: Theatre 20. (Alternate Fall)

30 Beginning Acting (3)

An introduction to the art of acting, stressing centering and exploration, using movement and vocal exercises, improvisation techniques, imaginative resources and basic scene study. (Every semester)

35 Intermediate Acting (3)

Concentration in three areas: vocal strengthening, physical flexibility and responsiveness, and techniques of acting. Designed to increase effective use of concentration, observation, sensory awareness and emotional truth on stage. Improvisation and scene-work. Prerequisite: Theatre Arts 30. (Alternate Spring)

40 The Expressive Voice (3)

Techniques for increased awareness and development of a healthy, flexible, well-supported vocal instrument. Exercises in finding and cultivating the source of one's natural vocal potential, with application to acting, singing, public speaking and everyday conversation. Regular vocal exercises and work in poetry, readings, monologues. (Alternate Fall)

50 Introduction to Movement for the Theatre (3)

A practical introduction to certain techniques and systems of physical movement for the theatre, intended to provide students with a working vocabulary related to theatre movement while also increasing physical flexibility, stamina, and responsiveness. Drawing from a variety of established techniques of movement, such as classical and modern dance, yoga, Laban, and Bogart's "Viewpoints," this course will heighten students' body awareness and understanding of how to achieve a unique physical reality for characters onstage. No prerequisites; Theatre 11 or Theatre 30 recommended prior to enrollment. (Alternate Fall)

120 Lighting Design (3)

An in-depth exploration of the basic theories and practical application of stage lighting for a variety of theatrical performance styles. Material is presented in laboratory and further explored through the applied use in productions. Prerequisite: Theatre Arts 25. (Alternate Fall)

135 Advanced Acting (3)

Advanced problems in scene study, characterization, and acting styles. Scene and monologue work emphasizing psychological realism, select classic styles, and absurdism. Prerequisite: Theatre Arts 35 or consent of instructor. (Alternate Spring)

140 Advanced Oral Interpretation (3)

Focus on performance-quality readings of literature culled from multiple genres. Emphasis on vocal/physical warm-up, text choice and analysis, and program preparation. Assignments include approximately ten professor and peer critiqued readings of multicultural poetry, comedy, drama and prose, including excerpts from novels, letters, diaries, auto-biographies, fantasy and children's literature, as well as a final performance project. Prerequisite: Theatre Arts 40, or consent of instructor. (Alternate Spring)

145 Directing (3)

Students who have had the necessary preparation will direct a series of scenes in various styles and of increasing complexity. Process will include the fundamentals of play direction, readings in directorial practice, scene direction. Prerequisite: Theatre Arts 11, 30, and a dramatic literature course, or consent of instructor. (Alternate Spring)

160 History of Theatre: Greeks to the Renaissance (3)

A survey of the history of theatre from the Greeks to the 17th century, with emphasis on techniques, conventions and performance traditions of major theatrical movements. Special focus on the development of the physical theatrical space in terms of the social, political and economic factors of the times. Select dramatic texts from significant periods in Eastern and Western theatre are examined in detail. (Alternate Fall)

165 History of Theatre: 1600 to Present (3)

A survey of the history of theatre from the Restoration through the present day, with emphasis on impulses, techniques, conventions and performance traditions of major theatrical movements. Special focus on the development of the physical theatrical space and the dramatic literature performed there, from the perspective of the social, political and economic factors of the times. Select dramatic texts from significant periods in Eastern and Western theatre are examined in detail. Note: This course may occasionally be offered as a "W" course. (Alternate Fall)

169 Contemporary Theatre (3)

Intensive textual analysis of contemporary plays and playwrights who shape today's theatrical arts, with particular emphasis on production history and current criticism. Readings include European and American playwrights who are writing for theatre today (as Fugard, Shepard, Churchill, Havel), current issues plays, and works in the avant-garde. (Alternate Spring)

194 Special Topics in Theatre (3)

Studies in areas of special interest, for example, a playwright, a theatre, a genre of dramatic composition, a unique theatrical movement, or a particular director.

197 Field Experience in Theatre (1-3)

Practical experience in a field setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to minor. Consent of instructor.

199 Independent Research or Performance Project (1-3)

Supervised research or creative project on an individual basis. Consent of instructor.

URBAN STUDIES

Anne B. Hendershott, Ph.D., Program Coordinator

THE URBAN STUDIES MAJOR

Urban Studies is an interdisciplinary major or minor intended for students interested in a greater understanding of urban structures, processes, and problems. Core courses in the major examine urbanization from sociological, economic, and political perspectives. Students are introduced to methodologies for studying cities in an attempt to enhance their understanding of the various social consequences of urbanization—consequences often viewed as the source of major social problems. This urban social problems' perspective is further elaborated through elective courses designed to focus upon specific areas of interest including race relations and economic inequality, urban crime, public education, and other urban social problems within a sociopolitical and economic framework.

After completing the major, students will understand both the dynamics of the city and the role of politics and economics in alleviating or exacerbating urban social problems. Thus, the urban studies major will be of particular interest to those who are considering careers in government, city planning, criminal justice, law enforcement, human services and social welfare, as well as those contemplating graduate work or professional training in related fields.

Preparation for the Major

Urban Studies 1 – Introduction to Urban Studies (3)

Economics 11 – Principles of Microeconomics (3)

Political Science 15 – American Politics (3)

Sociology 10 – Social Problems (3)

One of the following:

Business Administration 16 – Quantitative Business Analysis (4)

Sociology 60 – Statistical Methods (3)

Political Science 5 – Research Methods in Political Science (3)

Recommended:

Communication Studies 1 – Introduction to Human Communication (3)

Psychology 1 – Introductory Psychology (3)

Major requirements

Thirty units of upper division course work to be distributed as follows:

A. Core social sciences. Nine upper division units as indicated below are to be taken.

Economics 104 – Urban Economics (3)

Political Science 107 – Urban Politics (3)

Sociology 163 – Urban Sociology (3)

B. Methodology. Three upper division units to be chosen from the following:

Economics 170 – Applied Econometrics (3)

Sociology 124 – Methods of Social Research (3)

Environmental Studies 115 – Introduction to GIS (3)

C. Cultural Diversity. Three upper division units to be chosen from the following:

Communication Studies 175 – Intercultural Communication (3)

Latino Studies 165 – Cross Cultural Studies (2-3)

Latino Studies 199 – Topics and Issues in the Latino Communities (1-3)

History 183 – Chicano History (3)

Religious Studies 158 – U.S. Latino Catholicism (3)

Political Science 106 – Women and Politics (3)

Political Science 121 – Constitutional Law II (3)

Sociology 131 – Race and Ethnic Relations (3)

D. Urban Institutions. Three upper division units to be chosen from the following:

Communication Studies 162 – Political Communication (3)

Economics 102 – Public Finance (3)

Economics 129 – Real Estate Economics (3)

Environmental Studies 105 – Environmental Assessment Practices (3)

Political Science 101 – Principles of Public Administration (3)

Political Science 102 – State and Local Government (3)

Political Science 105 – Public Policy (3)

Sociology 158 – Political Sociology (3)

E. Behavioral Science. Three upper division units to be chosen from the following:

Psychology 122 – Social Psychology (3)

Sociology 145 – Social Psychology (3)

Sociology 147 – Introduction to Criminology (3)

Sociology 148 – Juvenile Delinquency and Urban Gangs (3)

- Sociology 149 – Social Control (3)
- Sociology 157 – Social Stratification (3)
- Sociology 168 – Social Deviance (3)
- Sociology 180 – Collective Behavior (3)

F. Electives. This section allows students to explore in more depth the influences examined in C, D, and E above. Six upper division units to be chosen from the courses listed above or special topics courses offered in Sociology 194, Economics 194, History 175 or 189, or Political Science 194 or Political Science 195, in consultation with major advisor.

G. Urban Studies 197 – Advanced Urban Studies (3)

URBAN STUDIES MINOR

18 units, 12 of which must be upper division.

1. Urban Studies 1 – Introduction to Urban Studies (3)
2. Three units from:
 - Economics 104 – Urban Economics (3)
 - Political Science 107 – Urban Politics (3)
 - Sociology 163 – Urban Sociology (3)
3. Three units from:
 - Communication Studies 175 – Intercultural Communication (3)
 - Latino Studies 165 – Cross Cultural Studies (3)
 - Latino Studies 199 – Topics and Issues in the Latino Communities (3)
 - History 183 – Chicano History (3)
 - Sociology 131 - Race and Ethnic Relations (3)
 - Religious Studies 158 – U.S. Latino Catholicism (3)
 - Political Science 106 – Women and Politics (3)
 - Political Science 121 – Constitutional Law II (3)

4. Six units from the above or:
 - Economics 102 – Public Finance (3)
 - Economics 129 – Real Estate Economics (3)
 - Environmental Studies 105 – Environmental Assessment Practices (3)
 - Political Science 101 – Principles of Public Administration (3)
 - Political Science 102 – State and Local Government (3)
 - Political Science 105 – Public Policy (3)
 - Psychology 122 – Social Psychology (3)
 - Sociology 145 – Social Psychology (3)
 - Sociology 147 – Introduction to Criminology (3)
 - Sociology 148 – Juvenile Delinquency and Urban Gangs (3)
 - Sociology 149 – Social Control (3)
 - Sociology 157 – Social Stratification (3)
 - Sociology 168 – Social Deviance (3)
 - Sociology 180 – Collective Behavior (3)
5. Urban Studies 197 – Advanced Urban Studies (3)

COURSES

1 Introduction to Urban Studies (3)

This course provides an interdisciplinary introduction to conceptions of a study of the city. The goal is to establish a foundation for the study of urban issues. Toward this goal, sociological, historical, philosophical, aesthetic, literary, political, economic, and demographic perspectives of the city will be explored.

197 Advanced Urban Studies (3)

An advanced course requiring students to integrate their knowledge of urban systems and urbanization through an internship with a community organization and preparation of a research paper that combines general knowledge of urban systems with an analysis of a specific urban case problem or a methodological issue facing urban studies researchers. This is the capstone course for the Urban Studies Major. Prerequisite: Senior standing.

Arts and Sciences

R E C O M M E N D E D P R O G R A M O F S T U D Y

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Preceptorial (3) Urban Studies 1 (3) GE or Electives (9-10)	SEMESTER I Economics 11 (3) GE or Electives (12-13)	SEMESTER I Economics 104 (3) Political Science 107 (3) Behavioral* (3) GE or Electives (6-7)	SEMESTER I Methodology Upper Division* (3) Urban Electives* (3) GE or Electives (9-10)
SEMESTER II Political Science 15 (3) Sociology 10 (3) GE or Electives (9-10)	SEMESTER II Methodology Lower Division (3)	SEMESTER II Sociology 163 (3) Diversity* (3) Institutions* (3) GE or Electives (6-7)	SEMESTER II Urban Studies 197 (3) Urban Electives* (3) GE or Electives (9-10)

*To be chosen from the distributed area requirements described in A-G on pages 144 and 145

School of Business Administration



*A*DMINISTRATION AND *F*ACULTY

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Dean

Gary G. Whitney, Ph.D.
Associate Dean

Charles J. Teplitz, D.B.A.
Director of Graduate Programs

Gregory M. Gazda, Ph.D.
Director of International Programs

Jane C.G. Usatin, Ph.D.
Director of Undergraduate Programs

Carmen M. Barcena, Ed.D.
Assistant Dean

Andrew T. Allen, Ph.D.

Jean-Pierre Amor, Ph.D.

Joan B. Anderson, Ph.D.

Craig B. Barkacs, M.B.A., J.D.

Dennis R. Briscoe, Ph.D.

James M. Burns, D.B.A.

David N. Burt, Ph.D.

James M. Caltrider, Ph.D.

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Denise E. Dimon, Ph.D.

Kokila P. Doshi, Ph.D.

Seth R. Ellis, Ph.D.

James W. Evans, Ph.D.

Alan Gin, Ph.D.

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Rosalie L. Pacula, Ph.D.

Diane D. Pattison, Ph.D.

Cynthia Pavett, Ph.D.

James T. Perry, Ph.D.

Mario J. Picconi, Ph.D.

Darlene A. Pienta, Ph.D.

Manzur Rahman, Ph.D.

Eugene J. Rathswohl, Ph.D.

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John R. Ronchetto, Jr., Ph.D.

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Jonathan Sandy, Ph.D.

Gary P. Schneider, Ph.D., CPA

Tyagarajan N. Somasundaram, Ph.D.

William R. Soukup, Ph.D.

Donn Vickrey, Ph.D., CPA

Barbara E. Withers, Ph.D.

Dirk S. Yandell, Ph.D.

Dennis P. Zocco, Ph.D.

SCHOOL OF BUSINESS ADMINISTRATION

The major goal of the professional undergraduate business education in the School of Business Administration is to prepare students with an educational foundation for effective and responsible administrative and managerial leadership in both private and public organizations or for 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.

The basic orientation of the School is professional, and this dictates a three-part curriculum. The first and most important part is the Foundations Curriculum, the General Education. An effective leader and professional in this era of change and challenge must be a liberally educated person. It is necessary that our students learn the indispensable competencies of written literacy, mathematical competency, and critical reasoning. Furthermore, it is our objective to help students develop their own internalized value systems and appreciate the diversity of human experience. We believe that a liberal education is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second part of the curriculum is the common-body-of-knowledge, those business courses required of all School of Business Administration graduates. This core provides the foundation for a career as a manager or as a business-related professional. It provides the student with an understanding of the interaction between the firm and its environment, and an overall view of policy making in an organization. This core, combined with the quantitative and philosophy courses, is designed to help our students become professionals with highly analytical minds.

The third section of the curriculum provides the student an opportunity to specialize and prepare for an entry-level position in the first years of a career. These areas include majors in accounting, business administration, and business economics. The goal of this portion of the curriculum is to provide the student with the understanding necessary for the development of personal potential early in one's career.

Our goal is to graduate persons who will be able to absorb and use an ever-growing body of knowledge and changing technology and to serve mankind in an ethical manner. The School, therefore, stresses values and the process of learning.

ADVISORY BOARDS

A number of advisory boards have been established to assist various programs within the School of Business Administration in the following areas:

1. Developing and promoting relations between the USD School of Business Administration and the business and government communities.

2. Providing counsel and advice on existing and contemplated programs of the School of Business Administration.
3. Serving as liaisons between the USD School of Business Administration and the San Diego community and the state and national sectors.
4. Advising the Dean and the faculty on matters dealing with business programs, curricula and activities.
5. Assisting in seeking sources of support for School of Business Administration programs and facilities.
6. Improving and facilitating recruiting and placement of graduates and alumni.
7. Advising the USD School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

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BACHELOR OF ARTS IN ECONOMICS

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program serves the needs of three types of students: 1) those planning careers in business or government; 2) those intending to pursue post-baccalaureate professional studies in business administration, public administration, or law; and 3) those contemplating graduate work in economics. Students majoring in Economics should consult with a faculty advisor to determine an academic program that best suits their interests.

LOWER DIVISION PREPARATION FOR THE MAJOR (19-20 UNITS)

Lower division requirements for the major are:

1. Third semester competency in a foreign language.
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C-:
 ACCT 1 – Principles of Financial Accounting
 BUS 16 – Quantitative Business Analysis
 BUS 86 – Information Systems
 ECON 11 – Principles of Microeconomics
 ECON 12 – Principles of Macroeconomics
 MATH 14 or 50 – Survey of Calculus or Calculus I

Students considering graduate studies in Economics are advised to take MATH 50, and MATH 51 and 52 are recommended as well.

THE MAJOR (30 UNITS)

Upon completion of 60 units and with the approval of the Business School Advising Office, the student becomes eligible for upper division Business School courses. Each student majoring in Economics must complete the following:
 ECON 51 – Intermediate Macroeconomics
 ECON 52 – Intermediate Microeconomics
 ECON 170 – Applied Econometrics
 ECON 190 – Senior Seminar
 Economics Upper Division Electives (18 units)

MINOR IN ECONOMICS

A minor in Economics requires the completion of the following courses for a total of 18 units:

- ECON 11 – Principles of Microeconomics
- ECON 12 – Principles of Macroeconomics
- ECON 51 – Intermediate Macroeconomics or Economics Elective
- ECON 52 – Intermediate Microeconomics or Economics Elective
- Economics Upper Division Economics Electives (6 units)

Note: The minor in Economics is not available to students pursuing the degrees of Bachelor of Accountancy or Bachelor of Business Administration.

Description of courses for the major and minor in Economics can be found under Economics Course Descriptions.

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ARTS IN ECONOMICS

FRESHMAN YEAR

SEMESTER I
 Economics 11 (3)
 Math 11 (3)
 Preceptorial (3)
 GE or Electives (6-7)

SEMESTER II
 Economics 12 (3)
 Math 14 (3) or 50 (4)
 GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I
 Economics 51 (3)
 Business 16 (4)
 Accounting 1 (3)
 GE or Electives (6)

SEMESTER II
 Economics 52 (3)
 Business 86 (3)
 GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I
 Economics Elective (6)
 GE or Electives (9-10)

SEMESTER II
 Economics Elective (6)
 GE or Electives (9-10)

SENIOR YEAR

SEMESTER I
 Economics 170 (3)
 Economics Elective (3)
 GE or Electives (9-10)

SEMESTER II
 Economics 190 (3)
 Economics Elective (3)
 GE or Electives (9-10)

BACHELOR OF ACCOUNTANCY

The School of Business Administration offers a program leading to the degree of Bachelor of Accountancy. The program prepares students for careers in public and private accounting. Students majoring in Accounting should consult with their advisors about the courses to elect in order to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accounting, or specific fields of government employment.

LOWER DIVISION PREPARATION FOR THE MAJOR (19-20 UNITS)

Lower division requirements for the major are:

1. Third semester competency in a foreign language.
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C-:
 - ACCT 1 – Principles of Financial Accounting
 - ACCT 2 – Principles of Managerial Accounting
 - BUS 16 – Quantitative Business Analysis
 - BUS 86 – Information Systems
 - ECON 11 – Principles of Microeconomics
 - ECON 12 – Principles of Macroeconomics
 - MATH 14 or 50 – Survey of Calculus or Calculus I

THE MAJOR (48 UNITS)

Upon completion of 60 units and with the approval of the Business School Advising Office, the student becomes eligible for upper division Business School courses. The courses in the accounting major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and 2) they allow

students to focus on the field of accounting. Each student majoring in Accounting must complete the following:

1. Business Component (24 units)
 - BUS 100 – Managing People in Organizations
 - BUS 110 – Financial Management
 - BUS 130 – Fundamentals of Marketing
 - BUS 142 – Business and Society
 - BUS 145 – Business Law I
 - BUS 150 – Management Science
 - BUS 153 – Operations Management
 - BUS 190 – Strategic Management
2. Accounting Component (24 units)
 - ACCT 100A – Intermediate Accounting I
 - ACCT 100B – Intermediate Accounting II
 - ACCT 101 – Advanced Accounting
 - ACCT 102 – Cost Accounting
 - ACCT 103 – Accounting Information Systems
 - ACCT 106 – Federal Tax Accounting I
 - ACCT 108 – Auditing
 - BUS 146 – Business Law II or
 - ACCT 107 – Federal Tax Accounting II

The classes listed under the Accounting Component above must be completed with a grade point average of 2.0 or better with no grade below C-. Those majoring in Accounting may transfer no more than two (2) courses in upper division accounting to USD.

MINOR IN ACCOUNTING

A minor in Accounting requires the completion of the following courses for a total of 18 units:

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ACCOUNTANCY

FRESHMAN YEAR

SEMESTER I

Economics 11 (3)
Math 11 (3)
Preceptorial (3)
GE or Electives (6-7)

SEMESTER II

Economics 12 (3)
Math 14 (3) or 50 (4)
GE or Electives (9-10)

SOPHOMORE YEAR

SEMESTER I

Accounting 1 (3)
Business 16 (4)
GE or Electives (9)

SEMESTER II

Accounting 2 (3)
Business 86 (3)
GE or Electives (9-10)

JUNIOR YEAR

SEMESTER I

Accounting 100A (3)
Accounting 102 (3)
Business 100 (3)
Business 110 (3)
GE or Elective (3-4)

SEMESTER II

Accounting 100B (3)
Accounting 103 (3)
Business 130 (3)
Business 142 (3)
GE or Elective (3-4)

SENIOR YEAR

SEMESTER I

Accounting 101 (3)
Accounting 106 (3)
Business 145 (3)
Business 150 (3)
GE or Elective (3-4)

SEMESTER II

Accounting 108 (3)
Business 190 (3)
Business 146 or
Accounting 107 (3)
Business 153 (3)
GE or Elective (3-4)

- ACCT 1 – Principles of Financial Accounting
- ACCT 2 – Principles of Managerial Accounting
- BUS 86 – Information Systems
- ACCT 100A – Intermediate Accounting I
- ACCT 102 – Cost Accounting
- Accounting Upper division elective (3 units)

Note: The minor in Accounting is not available to students pursuing the degree of Bachelor of Business Administration.

Description of courses for the major and minor in Accounting can be found under Accounting Course Descriptions.

BACHELOR OF BUSINESS ADMINISTRATION

The School of Business Administration offers a program leading to the degree of Bachelor of Business Administration, with majors in Business Administration and Business Economics.

I. LOWER DIVISION PREPARATION FOR THE MAJOR (19-20 UNITS)

Lower division requirements for the major are:

1. Third semester competency in a foreign language.
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C-:
 - ACCT 1 – Principles of Financial Accounting
 - ACCT 2 – Principles of Managerial Accounting
 - BUS 16 – Quantitative Business Analysis
 - BUS 86 – Information Systems
 - ECON 11 – Principles of Microeconomics
 - ECON 12 – Principles of Macroeconomics
 - MATH 14 or 50 – Survey of Calculus or Calculus I

II. THE MAJOR (39 UNITS)

Upon completion of 60 units and with the approval of the Business School Advising Office, the student becomes eligible for upper division Business School courses. Students can major in either Business Administration or Business Economics.

Major in Business Administration

The Business Administration major prepares students for careers in business management or public administration and for post-baccalaureate studies in business. The courses in the business administration major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and 2) they give students electives in order to explore their interests in the field of business administration. Each student majoring in Business Administration must complete the following:

1. Business Component (24 units)
 - BUS 100 – Managing People in Organizations
 - BUS 110 – Financial Management
 - BUS 130 – Fundamentals of Marketing
 - BUS 142 – Business and Society
 - BUS 145 – Business Law I
 - BUS 150 – Management Science
 - BUS 153 – Operations Management
 - BUS 190 – Strategic Management
2. Elective Component (15 units)
 - BUS 101-109 – Management Elective (3 units)
 - BUS 111-120 – Finance Elective (3 units)
 - BUS 131-139,170 – Marketing Elective (3 units)
 - Accounting, Business, or Economics Upper Division Electives (6 units)

Business Administration

RECOMMENDED PROGRAM OF STUDY BACHELOR OF BUSINESS ADMINISTRATION MAJOR: BUSINESS ADMINISTRATION

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Economics 11 (3)	Accounting 1 (3)	Business 100 (3)	Business 145 (3)
Math 11 (3)	Business 16 (4)	Business 110 (3)	Business 153 (3)
Preceptorial (3)	GE or Elective (9)	Business 130 (3)	Business Elective (6)
GE or Elective (6-7)		GE or Elective (6-7)	GE or Elective (3-4)
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Economics 12 (3)	Accounting 2 (3)	Business 142 (3)	Business 190 (3)
Math 14 (3) or 50 (4)	Business 86 (3)	Business 150 (3)	Business Elective (6)
GE or Elective (9-10)	GE or Elective (9-10)	Business Elective (3)	GE or Elective (6-7)
		GE or Elective (6-7)	

Students majoring in Business Administration should consult with the Business School Advising Office in selecting electives that best suit their interests. A student may select a concentration by completing 12 units in one of the following areas:

Finance

- BUS 110 – Financial Management
- BUS 111 – Financial Institutions
- BUS 112 – Investments
- BUS 115 – International Finance
- BUS 120 – Principles of Real Estate
- BUS 125 – Financing Real Estate
- BUS 194 – Special Topics*

International Business

- BUS 109 – International Comparative Management
- BUS 115 – International Financial Management
- BUS 137 – International Marketing
- ECON 133 – International Economics
- ECON 135 – Economic Development of Latin America
- ECON 137 – Economic Development of Asia
- BUS 194 – Special Topics*

Management

- BUS 100 – Managing People in Organizations
- BUS 101 – Organizational Theory
- BUS 103 – Interpersonal Relations
- BUS 104 – Entrepreneurship and New Ventures
- BUS 105 – Career Development
- BUS 106 – Women in Management
- BUS 107 – Human Resource Management
- BUS 108 – Management in the Small and Family Business
- BUS 109 – International Comparative Management
- BUS 194 – Special Topics*

Marketing

- BUS 130 – Fundamentals of Marketing
- BUS 131 – Services Marketing
- BUS 132 – Marketing Research
- BUS 133 – Retailing
- BUS 134 – Advertising
- BUS 135 – Personal Selling
- BUS 136 – Consumer Behavior
- BUS 137 – International Marketing
- BUS 139 – Advanced Marketing Project
- BUS 170 – Procurement Management
- BUS 194 – Special Topics*

Procurement Management

- BUS 130 – Fundamentals of Marketing
- BUS 170 – Procurement Management
- BUS 173 – Contract Pricing
- BUS 177 – Negotiation

Real Estate

- BUS 110 – Financial Management
- BUS 120 – Principles of Real Estate
- BUS 125 – Financing Real Estate
- BUS 127 – Real Estate Law
- BUS 194 – Special Topics*
- ECON 104 – Urban Economics
- ECON 129 – Real Estate Economics

*No more than 3 units of Special Topics may be used as part of the concentration requirements. Use of Special Topics courses in the concentration is subject to approval of the Business School Advising Office.

Minor in Business Administration

A minor in Business Administration requires the completion of the following courses for a total of 18 units:
ACCT 1 – Principles of Financial Accounting

**R E C O M M E N D E D P R O G R A M O F S T U D Y
B A C H E L O R O F B U S I N E S S A D M I N I S T R A T I O N
M A J O R : B U S I N E S S E C O N O M I C S**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I	SEMESTER I	SEMESTER I	SEMESTER I
Economics 11 (3)	Economics 12 (3)	Economics Elective (3)	Economics 170 (3)
Math 11 (3)	Business 16 (4)	Business 100 (3)	Business 142 (3)
Preceptorial (3)	Accounting 1 (3)	Business 110 (3)	Business 145 (3)
GE or Electives (6-7)	GE or Electives (6)	GE or Electives (6-7)	GE or Electives (6-7)
SEMESTER II	SEMESTER II	SEMESTER II	SEMESTER II
Economics 12 (3)	Economics 52 (3)	Economics Elective (3)	Economics 173 (3)
Math 14 (3) or 50 (4)	Business 86 (3)	Business 150 (3)	Economics 190 (3)
GE or Electives (9-10)	Accounting 2 (3)	Business 153 (3)	GE or Electives (9-10)
	GE or Electives (6-7)	GE or Electives (6-7)	

ECON 11 – Principles of Microeconomics
 ECON 12 – Principles of Macroeconomics
 BUS 100 – Managing People in Organizations
 Business Upper Division Electives (6 units)

Note: The minor in Business Administration is not available to students pursuing the degrees of Bachelor of Accountancy or Bachelor of Business Administration.

Description of courses for the major and minor in Business Administration can be found under Business Administration Course Descriptions.

Major in Business Economics

The Business Economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law. The courses in the Business Economics major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and

2) they allow students to focus on the field of economics. Each student majoring in Business Economics must complete the following:

1. Business Component (18 units)
 - BUS 100 – Managing People in Organizations
 - BUS 110 – Financial Management
 - BUS 130 – Fundamentals of Marketing
 - BUS 142 – Business and Society
 - BUS 145 – Business Law I
 - BUS 153 – Operations Management
2. Economics Component (21 units)
 - ECON 51 – Intermediate Macroeconomics
 - ECON 52 – Intermediate Microeconomics
 - ECON 170 – Applied Econometrics
 - ECON 173 – Managerial Economics
 - ECON 190 – Senior Seminar
 - Economics Upper Division Electives (6 units)

Description of courses for the major in Business Economics can be found under Economics Course Descriptions.

COURSE DESCRIPTIONS

ACCOUNTING COURSE DESCRIPTIONS (ACCT)

1 Principles of Financial Accounting (3)

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements. Prerequisite: Sophomore standing.

2 Principles of Managerial Accounting (3)

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented. Prerequisite: Accounting 1.

100A Intermediate Accounting I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: Accounting 2.

100B Intermediate Accounting II (3)

Extension of Intermediate Accounting I. Topics covered include long-term liabilities, pensions, leases, deferred taxes and owners' equity issues. Prerequisite: Accounting 100A.

101 Advanced Accounting (3)

Accounting and reporting for business combinations,

foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals. Prerequisite: Accounting 100B.

102 Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm, including standards of performance, relevant costs for decisions, budgets and capital investment considerations. Prerequisites: Accounting 2 and Business Administration 86.

103 Accounting Information Systems (3)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis and the related internal controls. Prerequisites: Accounting 100A and Accounting 102.

106 Federal Tax Accounting I (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions. Research projects and sample tax returns are used to illustrate course material. Prerequisite: Accounting 2.

107 Federal Tax Accounting II (3)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material. Prerequisite: Accounting 106.

108 Auditing (3)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined. Prerequisites: Accounting 103 or concurrent enrollment.

194 Special Topics (3)

Topics of current interest in accounting. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

198 Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. *This course may not be repeated for credit.* Prerequisite: Accounting, business, or economics majors only, minors with the permission of the instructor. Upper division standing, and completion of several courses in accounting, business and/or economics relevant to the internship position.

199 Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS (BUS)**16 Quantitative Business Analysis (4)**

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include: descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time series models, and forecasting. Extensive computer analysis of data. Prerequisites: Mathematics 14 or 50.

86 Information Systems (3)

An introduction to computer-based information systems. Topics include computer hardware, software, data processing procedures, systems development, and human resources and their applications in business. The fundamentals of computer problem solving using software packages on mini- and microcomputers are addressed.

100 Managing People in Organizations (3)

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include:

perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises.

101 Organizational Theory and Management Practice (3)

An analysis of the theories of organizational design, structure, development and effectiveness from a managerial perspective. Topics addressed in this macro-oriented course include: systems theory; analysis of organization environments and their impact on organizations; organizational purposes, goals, and planning; organizational decision-making processes; technology and alternative organizational designs; information and control systems; functions of management; job design; environment-organization interface; and international and contemporary management issues. A contingency-systems approach is emphasized through case studies and simulations. Prerequisite: Business Administration 100.

103 Interpersonal Relations (3)

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: Business Administration 100.

104 Entrepreneurship and New Ventures (3)

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Prerequisites: Business Administration 100, 110, and 130.

105 Career Development (3)

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: Senior standing.

106 Women in Management (3)

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels, and stresses the difference between personal and organizational issues.

107 Human Resource Management (3)

An introduction to the roles of both the staff specialist and manager in regard to the personnel function. Topics include, but are not limited to staffing, compensating, training, appraising and developing an organization's human resources; as well as labor laws and labor relations. Prerequisite: Business Administration 100.

108 Management in the Small and Family Business (3)

Application of the basic business disciplines to the small and family 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; how smallness influences marketing, finance, operations, and other functional areas within the small firm; family issues affecting family businesses such as conflict between family and business roles, CEO succession, etc. Prerequisites: Business Administration 100, 110, and 130.

109 International Comparative Management (3)

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. Prerequisite: Business Administration 100.

110 Financial Management (3)

A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives is considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisites: Accounting 1, Economics 2, and Business Administration 16.

111 Financial Institutions (3)

An examination of the interaction among financial institutions, financial markets and the economy. Topics include the trends of financial institutions, interest rate structure and the security and mortgage markets. Prerequisite: Business Administration 110.

112 Investments (3)

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Business Administration 110.

115 International Financial Management (3)

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting, and control and working capital management. Prerequisite: Business Administration 110.

120 Principles of Real Estate (3)

A study of the principles and practices surrounding real estate assets within the U.S. financial markets. An investigation of urban economic forces on financing, investment and valuation decisions and legal effects on market efficiency. Prerequisite: Business Administration 110.

125 Financing Real Estate (3)

An overview of the financial markets and institutions through which residential and commercial real estate are financed. Focus includes government legislation and regulation and how they affect the cost and availability of real estate financing. Includes discussions of the role played by trade associations and the media in government policy-making affecting real estate finance. Prerequisite: Business Administration 110.

127 Real Estate Law (3)

Study of legal issues relating to ownership, transfer, and development of real property (land) with emphasis on methods of streamlining transactions and preventing legal problems. Prerequisite: Business Administration 145.

130 Fundamentals of Marketing (3)

An introduction to the critical role of marketing in our society with emphasis on the marketing concept, product, price, distribution, and promotion. Prerequisites: Economics 11.

131 Services Marketing (3)

Examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed towards the development and demonstration of interpersonal and problem solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects. Prerequisite: Business Administration 130.

132 Marketing Research (3)

Emphasis is placed on the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection and analysis. Prerequisites: Business Administration 16 and 130.

133 Retailing (3)

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control, budgeting. Prerequisite: Business Administration 130.

134 Advertising (3)

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An actual advertising campaign is planned and developed as a requirement of the course. Prerequisite: Business Administration 130.

135 Personal Selling (3)

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques. Prerequisite: Business Administration 130.

136 Consumer Behavior (3)

Analysis of consumer behavior and motivation, principles of learning, personality, perception and group influence, with emphasis upon mass communications effects. Prerequisite: Business Administration 130.

137 International Marketing (3)

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning, and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: Business Administration 130.

139 Advanced Marketing Project (3)

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. May involve interaction with business or other organizations in the execution of marketing strategy. *This course may not be repeated for credit.* Prerequisite: Business Administration 130.

141W Business Communication (3)

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources. This course satisfies the university requirement of an upper-division writing course.

142 Business and Society (3)

Study of the environment in which business operates; the contributing obligations, and relationships of business and society to one another. Meets the requirements for the Environmental Studies minor. Prerequisite: Business Administration 100.

143 Environmental Management (3)

This course analyzes the effect of business activities on the environment. Environmental public policies are examined as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

145 Business Law I (3)

Study of the legal environment in which profit and not-for-profit organizations operate. Includes such topics as courts and procedure, criminal law, torts, contracts, agency, and alternative dispute resolution methods. Case study.

146 Business Law II (3)

Continued study of the legal environment of business including such topics as creation, operation and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study. Prerequisite: Business Administration 145.

148 Estate Planning (3)

Fundamentals of planning for administration and disposition of estates: property, wills and trusts, protective proceedings, taxation, and probate. Prerequisite: Accounting 2.

150 Management Science (3)

An introduction to model formulation and solution techniques emphasizing their applications in decision making. Topics include linear programming, transportation and

assignment models, Markov analysis, network analysis, queuing models, and decision analysis. Prerequisite: Business Administration 16.

153 Operations Management (3)

An introductory analysis of operations, planning, control, and improvement in services and manufacturing industries. Topics include forecasting, process design, scheduling, inventories, JIT, productivity, and quality management. Prerequisite: Business Administration 16.

161 Introduction to International Business (3)

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include: forward currency markets, foreign direct investment, negotiation, international distribution, etc.

170 Procurement Management (3)

This course examines the procurement system's contribution to meeting an organization's need to produce quality products, at competitive prices, in a timely manner. Purchasing's roles in the development of new products and services, identification and selection of the "right" source, at the "right" price, together with the development and nurturing of partnerships and strategic alliances are developed. Course principles are applicable to manufacturing, retailing, service, not-for-profit and governmental agencies.

173 Contract Pricing (3)

This course introduces and provides students an opportunity to apply modern contract pricing concepts, principles, and techniques. Topics covered include the economic principles underlying pricing, price analysis, cost analysis, Cost-Volume-Profit analysis, contract compensation agreements, profit analysis and negotiation. Prerequisites: Accounting 2, Economics 2, and Business Administration 170.

177 Negotiation (3)

An introduction to the process of fair and business-like bargaining between parties with interdependent needs. Experience is gained in the use of both adversarial and integrative negotiating principles and techniques. The role of mediators is explored and some of the issues involved in cross-cultural negotiations are examined.

185 Management Information Systems (3)

Introduction to information science concepts, principles and methodologies required for managing the various information activities and resources of an organization. The course provides the student with the skills necessary

to diagnose managerial information requirements, and analyze trends both in the information industry and in the managerial use of information products and service. Prerequisite: Business Administration 86.

186 Advanced Information Systems (3)

The study of advanced methods and techniques in decision support application development using spreadsheet software, database software, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on logical process development and developing programming skills. Prerequisite: Business Administration 86.

190 Strategic Management (3)

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Prerequisite: Second semester senior year.

192 Strategy Simulation (3)

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: written consent of instructor after competitive evaluation.

193 Comparative International Management Seminar (3)

A study of international business practices through conferences with executives and managers in foreign countries. Students will travel abroad and meet with executives in various foreign cities. A comparative approach will be used.

194 Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

198 Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for

special meeting times. *This course may not be repeated for credit.* Prerequisite: Business, economics, or accounting majors only, minors with the permission of the instructor. Upper division standing, and completion of several courses in accounting, business and/or economics relevant to the internship position.

199 Independent Study (1-3)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior Standing and consent of instructor.

ECONOMICS COURSE DESCRIPTIONS (ECON)

11 Principles of Microeconomics (3)

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, and an introduction to market structure.

12 Principles of Macroeconomics (3)

The study of the operation of the American economy in an international setting examining the interaction of households, business firms, government and the rest-of-the-world in resource, product and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment and monetary and fiscal policy. Prerequisite: Economics 11.

51 Intermediate Macroeconomics (3)

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy. Prerequisite: Economics 12.

52 Intermediate Microeconomics (3)

The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory including its use in evaluating and forming public policy. Prerequisite: Economics 11.

102 Public Finance (3)

An introduction to public sector economics concentrating on the revenues and expenditures of federal, state and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis and the study of taxation and government transfer programs. Prerequisite: Economics 12.

104 Urban Economics (3)

The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area. Prerequisite: Economics 11.

108 Environmental and Natural Resource Economics (3)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Prerequisite: Economics 11.

110 Money and Banking (3)

A study of the structure, regulation and performance of the banking industry in the United States focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Prerequisite: Economics 12.

121 Women and Work (3)

Analysis of women's market and nonmarket work activities. Topics include gender roles, allocation of time, occupational distribution, earnings, government programs and their impact by gender, and the role of women and work in other countries. Prerequisite: Economics 11.

122 Labor Economics (3)

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment and wage inflation. Prerequisite: Economics 11.

124 Industrial Organization (3)

Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers and rivalry among current competitors. Develops competitive strategies in various industrial environments. Prerequisite: Economics 11.

127 Law and Economics (3)

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The economic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Prerequisite: Economics 11.

129 Real Estate Economics (3)

An analysis of the economic principles that underlie the market for real estate. Topics include an evaluation of land resource requirements, input-output analysis in land use, economic foundations of valuation of land and improvements, taxation issues in real estate, and land use policy. Prerequisite: Economics 11.

133 International Economics (3)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, the European Economic Community, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: Economics 12.

135 Economic Development of Latin America (3)

An analysis of the determinants of economic development and growth in Third World countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade and economic planning. Prerequisite: Economics 12.

137 Economic Development of Asia (3)

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt. Prerequisite: Economics 12.

170 Applied Econometrics (3)

The study of the construction and estimation of econometric models and econometric research. This is a project oriented course designed to integrate economic theory with econometric analysis. Prerequisites: Economics 51, 52 and Business Administration 16.

171 Business Cycles and Forecasting (3)

Examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing, econometric and

arima (Box-Jenkins) time series analysis. Prerequisites: Economics 12 and Business Administration 16.

173 Managerial Economics (3)

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis, sales forecasting, production analysis, cost estimation, pricing decisions and capital budgeting. Prerequisites: Economics 12 and Business Administration 16.

180 Advanced Economic Theory (3)

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations and difference equations. Prerequisites: Economics 12 and Mathematics 14 or 50.

190 Senior Seminar (3)

A course to enhance analytical and research skills in the field of economics. Students will develop individual research projects of their own interest, integrating relevant concepts from business and economics. Prerequisite: Senior standing.

194 Special Topics (3)

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisites: Economics 12 and consent of instructor.

198 Internship (3)

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. *This course may not be repeated for credit.* Prerequisites: Economics, business, or accounting majors only, minors with the permission of the instructor. Upper division standing, and completion of several courses in accounting, business and/or economics relevant to the internship position.

199 Independent Study (1-3)

Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Economics or Business Economics major, senior standing, and consent of instructor.

ENGINEERING PROGRAMS

Thomas F. Schubert, Jr., Ph.D., P.E., Chair
 Thomas A. Kanneman, Ph.D.
 Ernest M. Kim, Ph.D., P.E.
 Kathleen A. Kramer, Ph.D.
 Susan Lord, Ph.D.
 Jose Macedo, Ph.D.
 Michael S. Morse, Ph.D.
 Rick Olson, Ph.D.

The USD Engineering Programs are nine-semester, integrated programs of study leading to both a Bachelor of Science degree in a specified field of Engineering and a Bachelor of Arts degree. The Programs are built upon a foundation in mathematics, physics, computers and chemistry, as well as a strong General Education component. In addition to a sound preparation in engineering science, design and professional practice, the curriculum addresses written and oral communication, human values and relations, and ethics, as well as economic, social, legal, safety and engineering management issues.

The programs are intended to meet the traditions of USD for quality undergraduate education, the curriculum requirements for professional accreditation, and the ever-increasing demands by industry for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society.

BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN ELECTRICAL ENGINEERING

Electrical Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]

The Electrical Engineering program (EE) includes computer-aided engineering, electronic circuits, devices and systems, digital systems logic design, electronic communications, control systems, and signal processing. Computer-based experience including programming, computation, simulation, evaluation and design, is integrated throughout the curriculum. An extensive laboratory component supports and complements theory and practice to ensure that the graduate will be prepared to meet the challenges of entry to professional practice at the bachelor's level. The program has three well-equipped, computer-based, modern engineering laboratories.

Within the curriculum, special emphasis is placed on engineering design and the use of the computer as both an engineering tool and as an integral component in systems. Both emphases are integrated throughout the curriculum with basic concepts introduced during the first two years followed by increasing levels of application complexity throughout the upper division courses.

The EE 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 Electrical Engineering major are required to be active student members of the Institute of Electrical and Electronic Engineers, Inc. (IEEE).

Requirements for the EE Major

111 semester units

The courses listed below also satisfy the General Education requirements in mathematics competency, natural sciences, and the upper division writing course.

Mathematics and Basic Science requirements
(39 semester units)

Mathematics (21 units): Mathematics 50, 51, 52, 110A, 110B, 140

Physics (11 units): Physics 50, 51, 52

Chemistry (4 units): Chemistry 10A/11A

Life Science Elective (3 units)

Engineering Requirements
(41 units)

These courses include units in engineering science and other subject requirements in support of engineering practice: Engineering 5, 16, 17, 20, 26, 60, 110, 114, 122, 130, 150, 190W, 191.

Electrical/Electronics Engineering Requirements
(31 units)

These courses include units in engineering science and engineering design: EEE 132, 140, 142, 160, 161, 170, 171, 192.

General Education (GE) Requirements
(42 additional units)

All Electrical Engineering majors must satisfy the Foundations Curriculum in General Education specified by the University. In addition to categories covered under the major requirements above, the Electrical Engineering program requires the following specific General Education courses: Philosophy 2, 142; Communication Studies 3 or 150; Economics 11; Psychology 126.

INDUSTRIAL AND SYSTEMS ENGINEERING

[Program in development]

The Institute of Industrial Engineering defines this field as dealing with "the design, improvement and installation of integrated systems of people, material, information, equipment and energy." Industrial and Systems Engineering (ISE) applies basic engineering knowledge from mathematics, physics and social sciences with techniques of analysis

and design to specify, predict and evaluate the performance of such systems. The factor which most distinguishes this field from electrical, mechanical, civil and other engineering disciplines is the attention devoted to human involvement in the systems being addressed.

Modern Industrial and Systems Engineering programs use the word industrial in the broadest sense of systems engineering. That is, the system under design might be financial, personnel, or health care as well as the more traditional engineering system such as manufacturing or production. Hence, the more inclusive ISE program title.

ISE addresses two fundamental interacting levels. The first level involves human activity and is concerned with the physical workplace at which human activity occurs. The second level involves management control systems and is concerned with procedures for planning, measuring and controlling activities within the organization. Computerized system modeling and simulation, used throughout the curriculum, will be fundamental to the ISE program for the design, implementation and evaluation of systems.

Curriculum topics will include manufacturing engineering, facilities design, material management systems, operations, planning and control, including design of the workplace, statistical process control, automation, human factors, management systems, information systems, and associated business systems amenable to ISE system design methods.

The Required Program of Study for the first two years of ISE has a high degree of commonality with the EE program and is presented below. The upper division ISE program will emphasize systems design principles and techniques.

The ISE program has meaningful ties to the field of Business Administration and at USD will call upon the expertise of some of the several degreed engineers presently on the faculty of the School of Business Administration in support of ISE faculty.

ENGINEERING ADVISORY BOARD

The Engineering Advisory Board was organized in Spring, 1994 to expand the level and role of industry affiliates in the following areas: 1) Long-range planning for the

Business Administration

**R E Q U I R E D P R O G R A M O F S T U D Y
E L E C T R I C A L E N G I N E E R I N G
(S T A N D A R D P A T T E R N)**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Math 50 (4) Chemistry 10A/11A (4) Engineering 5 (Preceptorial) (3) GE Electives (6)	SEMESTER I Math 52 (4) Physics 51 (4) Engineering 17 (3) Engineering 26 (3) GE Elective (3)	SEMESTER I Math 110B (3) Engineering 110 (4) Engineering 114 (3) Engineering 120 (3) Psychology 126 (3)	SEMESTER I Engineering 122 (1) Engineering 190W (3) EE Engineering 132 (4) EE Engineering 140 (4) Philosophy 142 (3) GE Elective (3)
SEMESTER II Math 51 (4) Physics 50 (4) Engineering 20 (3) GE Electives (6)	SEMESTER II Math 110A (3) Physics 52 or Engineering 28 (3) Engineering 60 (4) Economics 11 or Engineering 50 (3) Communication Studies 3 (3)*	SEMESTER II Math 140** (3) Engineering 130 (4) Engineering 150 (3) GE Electives (6)	SEMESTER II Engineering 191 (3) EE Engineering 160 (4) EE Engineering 170 (4) EE Engineering Elective (4) GE Elective (3)
			SENIOR YEAR 2 SEMESTER I EE Engineering 171 (4) EE Engineering 192 (3) EE Engineering Elective (4) GE Electives (6)

Total Units (Standard Pattern): 152

*NROTC students may substitute Naval Science 141.

**EE majors may substitute Engineering 116 for Math 140 during Semester I of their Junior or Senior 1 year.

continued development of engineering at USD; 2) development and promotion of cooperative programs and relations with industry and the San Diego community; 3) assisting in seeking sources of support for engineering and science programs and facilities; 4) facilitating recruitment and placement of engineering and science graduates; and 5) advising the USD engineering faculty and administration on issues related to the growth and evolution of the Engineering Program.

The co-chairs of the Advisory Board are Mr. George Roos, General Manager (retired), Hughes Missile Systems and Dr. John Trzeciak, private venture capitalist. Board members include: Mr. Chris Goddard, Director of Engineering, Electronic Solutions Division of Zero Corporation; Mr. Robert W. Steenberge, Vice President, Advanced Development, Teledyne Electronic Technologies; and Mr. Robert H. Swanson, President and CEO, Linear Technology Corporation.

ADVISEMENT

The goal of the Engineering Program at USD is to develop and nurture in each graduate the ability to apply pertinent knowledge to the practice of engineering in an effective and professional manner. The program is intensive and requires an

early commitment to the underlying mathematics, and science foundations upon which the subsequent content in engineering science and design is built and extended.

Approximately one-half of students who succeed in the program receive bachelors degrees at the end of the ninth semester, the remainder usually finishing in ten semesters. Entering freshman students and advanced standing transfer students should consult an Engineering advisor prior to final course selection and enrollment at the outset of their studies at USD. In particular, it is important that freshman students with a potential interest in Engineering enroll in the Engineering 5 Preceptorial during their first semester.

The selection of a specific branch of engineering, for example, electrical, industrial, or some other field of science, business, etc., can be made anytime through the second year. However, one cannot start Engineering during the second year without science and mathematics preparation equivalent to the standard course pattern. The first four semesters of the Engineering Program at USD are closely coordinated with those of many community colleges and state universities in California, making it possible to transfer from other such institutions to USD.

**R E Q U I R E D P R O G R A M O F S T U D Y
I N D U S T R I A L A N D S Y S T E M S E N G I N E E R I N G
(S T A N D A R D P A T T E R N)**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
SEMESTER I Math 50 (4) Chemistry 10A/11A (4) Engineering 5 (Preceptorial) (3) GE Electives (6)	SEMESTER I Math 52 (4) Physics 51 (4) Engineering 17 (3) Engineering 26 (3) GE Elective (3)	SEMESTER I Engineering 114 (3) Engineering 116 (3) IS Engineering 112 (4) IS Engineering 120 (3) Psychology 126 (3)	SEMESTER I Engineering 190W (3) IS Engineering 152 (3) IS Engineering 162 (4) IS Engineering 165 (3) Philosophy 142 (3)
SEMESTER II Math 51 (4) Physics 50 (4) Engineering 20 (3) GE Electives (6)	SEMESTER II Math 110A (3) Engineering 28 (3) Engineering 50 (4) Engineering 60 (3) Communication Studies 3 (3)*	SEMESTER II IS Engineering 145 (4) IS Engineering 151 (3) IS Engineering 161 (4) GE Electives (6)	SEMESTER II Engineering 117 (3) IS Engineering 122 (4) IS Engineering 155 (3) IS Engineering 166 (3) GE Elective (3)
			SENIOR YEAR 2 SEMESTER I IS Engineering 192 (4) EE Engineering Program Electives (3) GE Electives (9)

Total Units (Standard Pattern): 148

*NROTC students may substitute Naval Science 141.

Special Restrictions on the Use of the Pass/Fail Option

For the Engineering majors, the Pass/Fail option is not permitted in any course required by specific course prefix and title in the Required Program of Study. With the foregoing exceptions, the general University Pass/Fail regulations apply. See the description of the Pass/Fail option earlier in this *Bulletin*.

Special Program Pattern for NROTC Students

NROTC requirements add 21 to 24 units to the standard program for the EE major. To meet the needs of NROTC and the EE major, a special year program pattern has been constructed utilizing Intersession and Summer short sessions, and one regular Summer Session. The pattern of this program is available either from the chair of Naval Science or the chair of Engineering. The NROTC scholarship covers the full Electrical Engineering Program. However, benefits beyond four years must be applied for through the Naval Science Department.

It is possible through a combination of AP credit, CLEP credit, proficiency examinations for (English 21, Philosophy I or 2, third semester competency in a foreign language), transfer equivalence, etc., to meet the EAC/ABET curriculum requirements and the USD GE requirements in less than the nominal 153 units. A total minimum of 144 units is required, with at least 48 upper division units in Engineering/EEE courses, plus an additional 6 upper division units in mathematics, philosophy, or other GE areas. Consult an EE advisor for evaluation of credits.

Recommended Minors

A minor in Mathematics is available, based on the mathematics requirements listed in the standard pattern. Interested majors should apply to the Mathematics Department for specific approval of the minor. Minors are possible in other areas such as physics, business administration, etc., by the addition of courses not included in the standard pattern. The interested student should consult this *Bulletin* or the specific department for guidance, as well as an Engineering advisor for career-oriented advice.

Recommended Prior Preparation

In order to complete the Engineering Program following the standard pattern, entering students should have preparation adequate to meet requirements for entering courses in the Required Program of Study at the appropriate point in the program. In particular, see requirements listed elsewhere in this *Bulletin* for Mathematics 50, English 21, and Foreign Language III.

Deficiencies in any of the above areas may be removed at USD, but the credit earned may not be applied toward minimum graduation requirements for the Electrical Engineering major.

Students considering either Engineering major should consult with an Engineering advisor for evaluation of their background preparation.

Advanced Placement (AP) Credit and Placement Exams for Mathematics/Science

(Applies to Engineering Majors Only)

The Mathematics Proficiency Examination (Mathematics 11) and the Calculus Readiness Examination must be taken and passed to proceed to Mathematics 50. In addition, if proficiency in plane trigonometry has not been demonstrated, Mathematics 12 must be taken prior to or concurrent with Mathematics 50. The following AP credits are available:

Course Number	BC Score Requirement
Mathematics 50 (Calculus I)	4 or 5
Mathematics 51 (Calculus II)	4 or 5
Chemistry 10A/11A	3, 4, or 5
Chemistry 10B/11B	4 or 5
Physics 50	4 or 5
Physics 51	4 or 5

COURSE DESCRIPTIONS

Note: Most engineering, and many mathematics and science courses, required by the Engineering Program are offered only in the Fall or Spring semester, but not both. Consult individual course sections for semester offering pattern, or see the Chair of Engineering.

GENERAL ENGINEERING COURSES (ENGR)**2 Introduction to Electro-Technology (3)**

Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society are presented. This course fulfills a non-laboratory General Education Physical Science requirement for non-majors. Three hours lecture-recitation-demonstration per week.

5 Introduction to Engineering (3)

[Required Preceptorial, Freshman Fall Semester]

Introduction to the engineering profession. Problem solving concepts and tools; computer usage. Techniques and applications of engineering graphics using sketching and computer-aided graphics. Intended for majors in engineering or those exploring careers in engineering and related applied sciences. Three hours lecture-recitation, and one laboratory weekly. Prerequisite: Concurrent enrollment in Mathematics 11 or 50 required. (Every Fall)

16 Engineering Programming: Computation (2)

Fundamentals of computer usage and programming in a structured, high-level language commonly utilized in general

engineering problem solving and computation. Application programming problems illustrating programming techniques, analysis techniques, and program documentation relating to engineering problem solving. Three hours lecture-recitation-laboratory. Prerequisites: Engineering 5, 20 or consent of instructor; Mathematics 50; concurrent enrollment in Mathematics 51 recommended. (Every Fall)

17 Engineering Programming: Systems (2)

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 on different machines; object-oriented programming. Three hours lecture-recitation-laboratory. Prerequisites: Engineering 5; Engineering 16, or equivalent and consent of instructor. (Every Spring)

20 Introduction to Computer-Aided Engineering (3)

Computer-aided analysis and design; 2D/3D computer-aided engineering graphics; formulation, planning, development, and documentation of a team design project; written and oral project proposals, design status reports, and final project report. Three hours lecture-recitation, and one laboratory weekly. Prerequisites: Engineering 5, Mathematics 12, Mathematics 50 recommended. Concurrent enrollment in Physics 50; Mathematics 50 or 51 required. (Every Spring)

26 Engineering Mechanics (3)

Statics and dynamics of rigid bodies and systems of particles using vector methods in two and three dimensions; equations of equilibrium, friction; application of Newton's laws; energy and momentum methods. Prerequisites: Physics 50; Mathematics 50. Mathematics 51 concurrent recommended. (Every Fall)

28 Thermodynamics and Fluid Mechanics (3)

Introduction to basic engineering thermodynamics, heat transfer, and fluid dynamics. Applications to engineering systems. Three hours lecture. Prerequisites: Mathematics 52, Engineering 26.

60 Electrical Networks (4)

Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear networks; computer-aided analysis using SPICE or approved equivalent; laboratory circuit design, testing, and verification. Three hours of lecture and one laboratory weekly. Prerequisites: Engineering 5, Mathematics 51, Physics 51; concurrent enrollment in Mathematics 110A. (Every Spring)

94 Special Topics in Engineering (1-4)

Special topics in various areas of engineering science theory and practice, including laboratory. May be used to correct certain deficiencies in transfer work or for special projects. Prerequisite: Sophomore standing in engineering and permission of the instructor. May be repeated for credit for up to four credits total toward degree requirements.

98 Internship/Co-op Experience (1-3)

Directed lower division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit. Prerequisites: Engineering 16, 60 recommended, plus permission of Electrical Engineering chair. (Every Summer)

110 Introduction to Microcomputers (4)

Introduction to a basic microprocessor and its applications; microcomputer systems organization; memory and I/O device interfacing; assembly language programming of a basic microprocessor; use of assemblers and other development tools. Three hours of lecture and one laboratory weekly. Prerequisites: Engineering 15, 60; or equivalent and consent of instructor.

114 Engineering Materials Science (3)

Basic concepts of material structure and its relation to properties; atomic structure; mechanical and electrical properties; application to engineering problems; introduction to semi-conductor physics. Prerequisites: Chemistry 10A/11A or equivalent; Physics 51; Mathematics 51; Physics 52 completed or concurrent recommended. (Every Fall)

120 Principles of Electrical Systems (3)

Fundamentals of polyphase electrical power circuits and devices; electromechanical system; theory and operation of magnetic circuits and transformers; performance analysis of DC and AC electric machines; network principles and analysis techniques. Three hours of lecture. Prerequisites: Engineering 20, 60, Mathematics 110A. (Every Fall)

122 Computer-Aided Analysis and Simulation (1)

Equation matrix and differential system solvers for computer-aided analysis and simulation; engineering applications with emphasis on system dynamics. Three hours lecture-recitation laboratory. Prerequisites: Engineering 20; Engineering 16 or 17 or equivalent; Mathematics 110A; Engineering 60, 150. (Every Fall)

130 Principles of Electronics Engineering (4)

Analysis and design of analog and digital electronic devices, circuits and systems; low and high frequency mod-

els; design features and characteristics of integrated circuit operational amplifiers; logic gates and other digital logic building block elements; computer-aided analysis and design using SPICE; laboratory design, testing and verification. Three hours of lecture and one laboratory weekly. Prerequisite: Engineering 60 (Every Spring)

150 System Dynamics and Analysis (3)

Physical and mathematical models of the dynamics of electrical, mechanical, and combined systems; analogies. Methods of analysis for linear, lumped parameter models. Time and frequency domain analysis; Fourier series. Laplace and Fourier Transform methods of analysis. State variable representation; simulation diagrams. Introduction to discrete-time approximations and analysis. Computer-aided analysis. Prerequisites: Engineering 16 or 17; Engineering 60; Mathematics 110A; Engineering 26 recommended. (Every Spring)

190W Engineering Communications (3)

Planning and preparing engineering publications and oral presentations based on directed library research to current engineering topics and practice. Written and oral reports; engineering/management context. Three hours of lecture-recitation. Prerequisites: Engineering 20, 110, 130; Communication Studies 3 or 150 recommended. Concurrent enrollment in EEE 132, 140. (Every Fall)

191 Engineering Design and Practice (3)

Proposal and design phase of a capstone project culminating in a documented and approved project to be implemented in the subsequent Engineering Design course. Computer-aided design techniques to study design alternatives and support the final design selection: evaluation of ethical, economic, societal, organization, and safety considerations in the design process; periodic oral and written reports. Two hours of lecture-recitation and one laboratory weekly. Prerequisites: Engineering 190W. Concurrent enrollment in EEE 142, 160, 170. (Every Spring)

ELECTRICAL/ELECTRONICS ENGINEERING COURSES (EEE)

132 Electronic Circuit Design (4)

Electronic circuit design including integrated circuit realizations; computer-aided design using SPICE and other CAD application programs; design of feedback amplifiers and active filters; frequency response; special devices and applications. Three hours of lecture and one laboratory weekly. Prerequisites: Engineering 20, 130. (Every Fall)

140 Systems Logic Design (4)

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; digital systems simulation; asynchronous sequential logic; digital

electronics. Three hours of lecture and one laboratory weekly. Prerequisites: Engineering 110, 130. (Every Fall)

142 Microcomputer-Based Systems Design (4)

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer based systems; design projects. Three hours lecture and one laboratory weekly. Prerequisite: EEE 140. (Every Spring)

160 Control Systems Design (4)

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation and testing; controller and compensator design; complex frequency and state-variable techniques; computer-aided design and simulation; introduction to sampled-data and non-linear systems behavior. Three hours of lecture and one laboratory weekly. Prerequisites: Engineering 122, 150, Mathematics 110B. (Every Spring)

161 Digital Signal Processing and Control (4)

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control including noise considerations; computer-aided analysis and design. Three hours of lecture and one laboratory weekly. Prerequisites: EEE 160, Engineering 110, Mathematics 140. (Every Fall)

170 Communication Principles and Circuits (4)

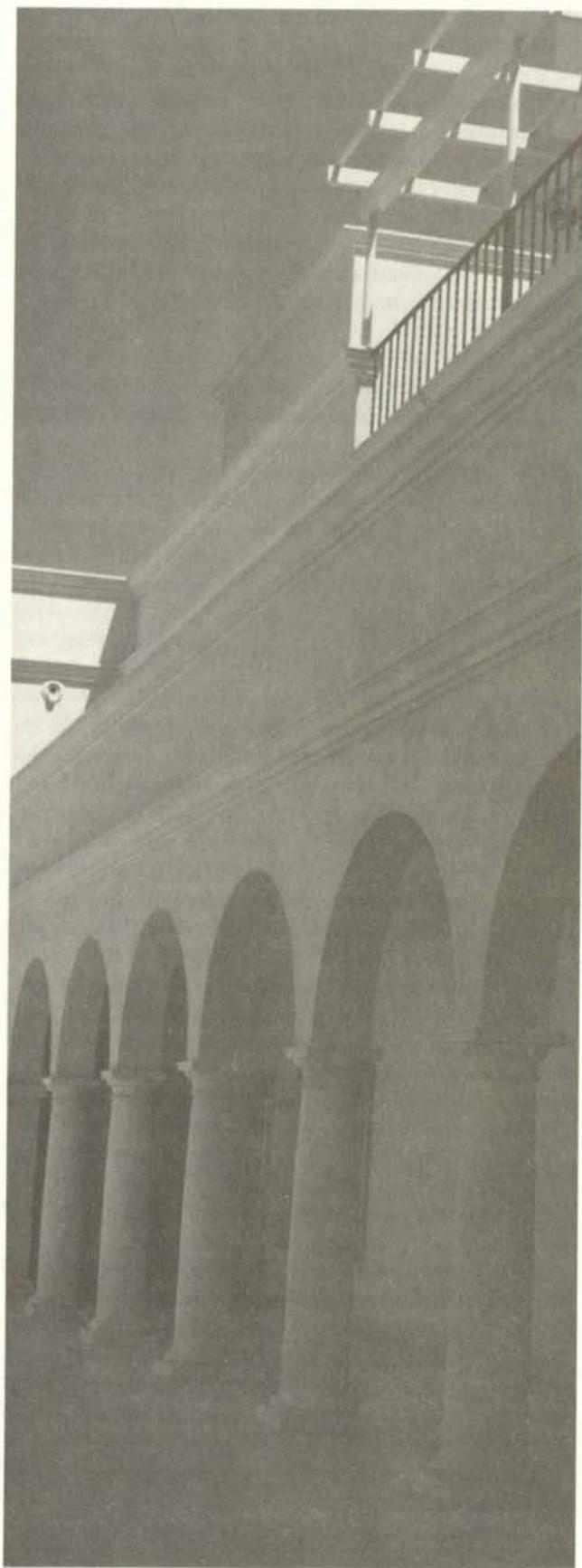
Signal analysis; analog and digital modulation and detection techniques; modern communication circuits and devices; principles and applications of phase-locked loops. Three hours of lecture and one laboratory weekly. Prerequisites: EEE 132, Engineering 16, 150, Mathematics 110B; Mathematics 140 completed or concurrent. (Every Spring)

171 Communication Transmission Principles (4)

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations; classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; fiber optics. Introduction to antennas and cable communication transmission principles. Computer-aided analysis and design. Three hours of lecture and one laboratory weekly. Prerequisite: EEE 170. (Every Fall)

192 Electrical Engineering Design (3)

Principles of engineering design of electrical and electronic circuits and systems; technical and non technical



considerations; planning, implementation, evaluation, and documentation of an engineering design project; written and oral proposal, design reviews, and final project report; application and computer-aided analysis and design. Two hours of lecture-recitation and one laboratory weekly. Prerequisites: Engineering 191. Concurrent enrollment EEE 161 or 171. (Every Fall)

194 Special Topics in Engineering (1-4)

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. May be repeated for credit. Prerequisites: Upper division standing and consent of instructor.

198 Internship/Co-op Experience (1-3)

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second semester junior standing in the EE major or consent of instructor. (Every Summer)

199 Independent Study (1-3)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the EE major or approval of instructor. (Every semester)

PARALEGAL STUDIES CERTIFICATE PROGRAM

Susan M. Sullivan, M.A., Director

The Paralegal Studies Program is offered for students who are interested in law-related careers. The program can provide useful insights for students interested in law school, as well as give a basis for future decisions about their legal career.

Lawyers' assistants are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal services, including interviewing of clients, legal research, accounting and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from the University. Employment assistance is also available to graduates. Pre-employment workshops aid the student in preparing for the job search. This program has been approved by the American Bar Association.

Students must formally apply for admission to the program and be accepted before they may register for any Paralegal Studies courses. To be considered for the program, students must have achieved second semester junior standing at USD and a grade point average of at least 3.0. All courses must be taken for a letter grade.

All courses are taught by practicing attorneys, each of whom has experience in his or her respective field.

The undergraduate certificate program in Paralegal Studies includes 18 units of course work. All students in the program must complete Paralegal Studies 100, 105, and 197. English 175 or an upper division English Literature course is a prerequisite or may be taken concurrently with Paralegal Studies 100 and 105. In addition, each student selects one specialty course from Paralegal Studies 120, 130, or 150.

COURSES

100 Overview of the Legal System (2)

This course will familiarize students with the nature, meaning and source of law; the organization of the legal system and the legal profession; law office procedures; professional ethics; and areas not covered in the specialty.

105 Legal Research (2)

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; and annotated law reports.

120 Business and Environmental Law (9)

This course will provide students with an understanding of the laws, procedures and skills that are the foundation of environmental practice. This segment will familiarize students with the major environmental laws affecting business, development, and the management of natural resources. Particular emphasis will be given to issues impacting real estate transactions or development. The course will look at strategies for complying with regulations, supporting environmental litigation, and working within a regulatory agency.

130 Civil Litigation (9)

Students will learn how to: prepare case profiles based on information in files; read attorney briefs; check accuracy of the information in the litigation file; organize and index documents obtained through discovery; interview witnesses; trace physical evidence; examine public records; and make preliminary drafts of interrogatories and depositions.

150 General Litigation (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and probate. Civil and criminal litigation will include both federal and state court rules and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states. Family law and probate will be based on California law.

197 Internship (2)

Students are placed in law offices, legal clinics, government agencies and corporations to gain legal experience by working in the business environment.

RECOMMENDED PROGRAM OF STUDY

JUNIOR YEAR

SEMESTER I

English 175 or comparable writing course

SEMESTER II

Paralegal Studies 100
Paralegal Studies 105

SENIOR YEAR

SEMESTER I

Paralegal Studies 120,
130, or 150

SEMESTER II

Paralegal Studies 197

School of Education



SCHOOL OF EDUCATION

The School of Education is a professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings.

The School of Education offers credential and degree programs in various professional areas including elementary, secondary, bilingual, and special education. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes which facilitate personal attention and instructor accessibility.

In addition, the School of Education offers undergraduates the opportunity to enroll in the Leadership Studies Minor, the American Humanics Program, and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Education offers a Master of Arts (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and the Doctorate in Leadership Studies (Ed.D.). Please refer to the current *Graduate Bulletin*.

The School of Education offers credential and placement services for its students. The Credential and Placement office is housed in the annex west of Harmon Hall.

All School of Education graduate programs are applicable to the fifth year requirement for the Professional Clear Teaching Credential.

DATES AND DEADLINES

It is the student's responsibility to meet the deadlines published in this *Bulletin*.

ADMINISTRATION AND FACULTY

To Be Appointed
Dean

Janet Littrell, Ed.D.
Assistant Dean

Robert Infantino, Ed.D.
Director, Graduate Teacher Education &
Secondary Teacher Education

Ronn Johnson, Ph.D.
Director, Counseling

Edward Kujawa, Jr., Ph.D.
Director, Diversified Liberal Arts,
Elementary Teacher Education, and
Special Education

Jo Ellen Patterson, Ph.D.
Director, Marriage, Family, Child
Counseling (MFCC)

Mary Scherr, Ph.D.
Director, Leadership Studies Programs

Teresa VanHorn, M.A.Ed.
Director, American Humanics

Tedi Kostka, B.A.
Credential Analyst

Viviana Alexandrowicz, Ph.D.

Jerome J. Ammer, Ph.D.

Donna Barnes, Ph.D.

Richard Bischoff, Ph.D.

Kathryn Bishop-Smith, Ph.D.

Steven Gelb, Ph.D.

C. Bobbi Hansen, Ed.D.

William S. Howe, III, Ph.D.

Philip O. Hwang, Ph.D.

Patricia A. Lowry, Ph.D.

Lonnie L. Rowell, Ph.D.

Lee Williams, Ph.D.

Mary M. Williams, Ed.D.

Susan Zgliczynski, Ph.D.

TEACHER EDUCATION PROGRAMS

Undergraduate students interested in a teaching career must complete the declaration of major form (at the Registrar's Office, Founders Hall 113) and an application form in the School of Education. An interview with a director or a member of the faculty should be arranged as early as possible in the freshman or sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Formal admission to the program is not granted until the student has attained sophomore status. A cumulative grade point average of at least 2.5 is required on entry and continuously throughout the credential program.

The California Basic Educational Skills Test (CBEST) is required prior to admission to the credential program. Undergraduate students should take this test in their sophomore year and submit the scores with their application. The CBEST is offered several times throughout the year in various locations. The test must be passed prior to the awarding of a credential and/or prior to obtaining a teaching position in the public schools in California.

The professional education course work should be integrated with multiple subject or single subject courses beginning with the second semester sophomore year. A full semester of full-day student teaching is required, and is usually done after all course work has been completed.

CREDENTIAL PROGRAMS

Two programs are offered to prepare teacher candidates: the Multiple Subject CLAD/BCLAD Emphasis Credential and the Single Subject Credential.

The Single Subject Credential is the appropriate credential for subject matter classrooms, for example, in junior or senior high schools, or in certain elementary or middle schools.

The population in California has become one of the most culturally and linguistically diverse in the United States. Teachers must be prepared to teach students who are limited-English-proficient. The Multiple Subject Crosscultural, Language, and Academic Development (CLAD) Emphasis Credential is the credential that meets this population's educational needs. The Multiple Subject CLAD Emphasis Credential is the appropriate credential for self-contained classrooms, for example, in elementary schools, or in continuation high schools, or in some middle schools.

Credential Information

Students who already possess a B.A. or B.S. degree from an accredited college or university have two options in pursuing the Multiple Subject CLAD Emphasis or Single Subject credential:

- a. They may petition this University to evaluate their previous degree program for equivalency to the University of San Diego's own approved program; or
- b. They may take the Praxis II and the Single Subject Assessment for Teaching (SSAT) Examinations to

demonstrate subject matter competency. Students obtaining the Multiple Subject credential would take the Content Knowledge and Content Area exercise one and two known as MSAT (Multiple Subject Assessment Test)

In addition to the above, students must complete successfully the units in the required professional preparation program for the preliminary credential.

The California Commission on Teacher Credentialing (CCTC) and the legislature of the State of California make frequent changes in the requirements for teaching credentials. The University will attempt to inform candidates of these changes but cannot guarantee that every requirement is reflected in this *Bulletin*.

Multiple Subject Bilingual Crosscultural, Language and Academic Development Emphasis (BCLAD)

Undergraduate students may elect to enroll in the BCLAD Emphasis credential program. Oral and written fluency in the Spanish language is expected before the student receives a credential recommendation. Advisors in the School of Education and in the Department of Foreign Languages and Literatures should be consulted as soon as possible in the freshman or sophomore year to plan an appropriate program. A test of Spanish language fluency is required for entry and exit in the BCLAD program. Students who complete this program are able to teach in both English-speaking elementary classrooms and bilingual Spanish/English elementary classrooms. Employment opportunities are enhanced when a student has more than one credential area.

Students may enter credential programs as undergraduates and complete the approved program as part of a baccalaureate degree.

Preliminary Credential

To obtain a preliminary credential, a student must:

1. Meet the academic and professional requirements described in this *Bulletin*;
2. Undergo a fingerprint check by the California State Department of Justice and the Federal Bureau of Investigation;
3. Pass the CBEST examination;
4. Complete a course or examination on the principles of the United States Constitution; and
5. Complete all credential application papers and pay the proper fees.

Information on credentials and placement services can be obtained in the School of Education's Credential and Placement Office.

The Professional Clear Credential

At the end of the four-year program as described, a student will qualify for a Preliminary Multiple Subject CLAD Emphasis or Single Subject Credential, valid for five years. A student must complete an approved fifth year

program of at least 30 post-baccalaureate units in an institution of higher education within the five year period. Completion of the fifth year program will provide a Professional Clear Multiple Subject or Single Subject Credential, renewable every five years. To qualify for a Professional Clear Multiple or Single Subject credential, the applicant must have completed the following courses which cover material prescribed by the Commission on Teacher Credentialing:

1. Special Education/Mainstreaming - met by EDSP 190/290.
2. Computer uses in the professions - met by EDUC 113/213; and
3. Health Education - met by HLSC 160, and a current CPR certificate.

Candidates holding a Professional Clear Teaching Credential must complete 150 clock hours of planned professional growth every five years in order to renew the clear credential.

Please see advisors for information on this requirement as well as any additional requirements passed subsequent to the publication of this Bulletin. The publication date was February 1, 1998. Its effective date is September 1, 1998.

Five-Year Graduate Degree/Credential Programs

The School of Education offers several programs leading to the Master of Education degree with the Specialist Credential in Special Education including two five-year programs in which undergraduate students may enroll.

1. Master of Education in Special Education with Combined Multiple Subject CLAD Emphasis Credential with Specialist Credential in Special Education - Advanced Specialization: Severely Handicapped.
2. Master of Education in Special Education with Combined Multiple Subject CLAD Emphasis Credential with Specialist Credential in Special Education - Advanced Specialization: Learning Handicapped.

These programs are open to qualified undergraduate students who wish to obtain a Multiple Subject CLAD Emphasis and a Specialist Credential in Special Education. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both general and special education students. The aim is to develop the competencies necessary to teach all students and to obtain a graduate degree.

Non-Degree Credential Program: Seniors and Graduate Students

Teacher candidates who have not completed the USD-approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher

Education Program, arrange for a personal interview and take the CBEST;

2. Either petition the University to evaluate their previous program for equivalency to the University's own approved program or take the appropriate Praxis Examination and SSAT or the Multiple Subjects Assessment for Teaching (MSAT) in lieu of the approved USD program. These examinations are given periodically throughout the State of California. A fee is charged by the testing services for the examination. Candidates may repeat the examination if necessary but must pay an additional fee each time the examination is taken. Students are required to pass the multiple-choice section of the exam and the written portion as well.
3. Complete the professional course work and 12 units of student teaching under the supervision of the School of Education of the University of San Diego; and
4. Prior to student teaching, students must apply for a Certificate of Clearance from CCTC. This certificate involves a computer check of fingerprints for possible disqualifying conditions. Students who have been convicted of any offense should discuss this with the director upon applying for the program.

The Diversified Liberal Arts Major and the Multiple Subject CLAD Emphasis Credential Program

The program for the Diversified Liberal Arts major consists of a core of classes required of all students plus a concentration. Students should plan their program carefully with their preceptor and with a School of Education advisor to ensure that all course work and fieldwork requirements are met in proper sequences. Note: This major is open only to those students intending to pursue a Multiple Subject Teaching Credential (elementary education).

Core Courses

The Study of Language

English Lower Division (6 units)

Required - English 21

Recommended - one of the following: English 25 or 28

English Upper Division (6 units)

Required - English 175 and 190

Education (3 units)

Required - Education 33

Foreign Language (0-9 units)

Students must demonstrate third semester competency by course work or examination.

The Study of Mathematics

Mathematics (9 units)

Required - Mathematics 11, 91 and 101

The Study of Science

Life Science (3 units)

Recommended - one of the following:

Biology 1, 2 or 4; Marine Science 21

Physical Science (3 units)

Recommended – one of the following:

Chemistry 1, 1E, or 2; Physics 1; Marine Science 20

Earth Science (3 units)

Recommended – Environmental Studies 10 or 50;

Physics 5 or 6; Marine Science 1

The Study of History and the Social Sciences

(select Option 1 or 2)

Option 1**Political Science (3 units)**

Required – Political Science 15

History (3 units)

Required – History 16

Anthropology (3 units)

Required – Anthropology 20 or 102

Education (3 units)

Required – Education 130

Option 2**History (6 units)**

Required – History 16 and 17

Anthropology (3 units)

Required – Anthropology 20 or 10

GE Requirement (3 units)

Recommended – Economics 11; Communication Studies 1 or 3; Political Science 1 or 20

The Study of Humanities**Religious Studies (9 units)**

Recommended – Religious Studies 10, 11, 14, 16, 19, 110, 120, 134, 141, 142, 143, 156, or 164

(The University's General Education requirement is one course per year up to 9 units, with three of those units at the upper division level.)

Philosophy (9 units)

Area A (Logic) Required – Philosophy 1

Area B (Ethics) Recommended – one of the following:

Philosophy 130, 131, 134, 135, 136, 138, or 141 (141 highly recommended)

Area C (Electives) (excluding logic and ethics)

Recommended – one of the following: Philosophy 10, 11, 12, 14, 181, or 183

The Study of the Visual and Performing Arts**Theatre (3 units)**

Required – Theatre 11

Art (3 units)

Recommended – Art 6 or 150

Music (3 units)

Recommended – Music 1 or 45

The Study of Physical Education**Education (2 units)**

Required – Education 160

The Study of Human Development (6 units)

Required – Psychology 1; Education 143

The Study of Technology (3 units)

Recommended – Education 113 or 158; Computer Science 6

Concentrations

Concentrations must consist of subjects commonly taught in elementary schools or a closely related area of study. Each Concentration consists of a minimum of twelve units. No course that is required of all candidates in the program may be included in any student's Concentration. Academic minors that include a concentration can be used to meet the concentration requirement. The University of San Diego offers Concentrations in the following areas - Life Sciences, Marine Science, Computer Science, English (19th Century Literature), English (20th Century Literature), Spanish Studies/Bilingual Education, History, Global Society, Urban Society, Interdisciplinary Humanities, Multicultural, Visual and Performing Arts, and Human Development. Other concentrations may be arranged in consultation with the director of the Elementary Education Program. Students must have the selected concentration approved by their School of Education advisor.

BCLAD Emphasis

There are some modifications to the Diversified Liberal Arts major for students in the Bilingual Emphasis (Spanish) credential program. These students must take the Spanish Studies/Bilingual Education Concentration. In the core courses students must demonstrate fourth semester competency in Spanish by course work or examination, take History 183 in place of History 16, take three additional units in anthropology, and Education 145, and take Education 142 in place of Education 131. It is important for students to meet with the Bilingual Emphasis program advisor to make sure they are taking the appropriate courses.

The Professional Preparation Program for the Multiple Subject Credential

The Professional Preparation Program for the Multiple Subject Credential consists of:

- EDUC 127* – Integrating the Social Sciences and Visual and Performing Arts in the Elementary Schools (3)
- EDUC 128* – Curriculum and Instruction in the Elementary School Mathematics and Science (3)
- EDUC 129* – Communication, Culture and Collaboration (3)
- EDUC 134E* – Methods of Teaching Reading and Language Arts in the Elementary Schools (3)
- EDUC 145 – Methods for English Language and Academic Development
- EDUC 331 – Student Teaching (multiple subject) (12)

Total professional preparation equals 27 units.

*Candidates must take Education 130 and 131 prior to or concurrently with the coursework in professional education and prior to student teaching.

SPECIAL EDUCATION PROGRAMS**Special Education Program**

This program is a multiple-entry program which allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs include a generic preparation in the education of all students with disabilities. In addition, the student has the option of selecting one of two advanced specialization areas. These areas are a) Severe Handicaps, which includes students with severe or multiple physical and mental disabilities, and students with autism; and b) Learning Handicaps, which includes students with mild disabilities and learning disabilities.

The requirements of each program may vary for individual students based upon their academic and experiential backgrounds. The candidate and advisor make the final decisions on the program requirements.

In order to obtain a State of California teaching credential, all students in Special Education must also qualify for a basic teaching credential. *At the undergraduate level, students seeking a program in Special Education should enroll concurrently in the Multiple Subject CLAD Emphasis Credential program with the Diversified Liberal Arts major. Through cooperative planning, a combined program will be designed by faculty from both programs prior to each registration. A separate application for admission to each program must be filed by the student. Completion of the Multiple Subject CLAD Emphasis Credential and a Specialist in Special Education Credential requires a minimum of five years of study.

*This policy is currently under review. Prospective applicants should contact the School of Education for updated information.

Undergraduate Special Education Minor

Students wishing to complete an undergraduate minor of 18 units in Special Education may do so either as part of the combined Multiple Subject CLAD Emphasis/Special Education Credential program or simply as a minor in addition to a major. By completing special education course work at the undergraduate level, students will reduce the number of units required for the Special Education Specialist Credential at the graduate level. Subject to modification and dependent upon the candidate's preparation, the suggested course option for the minor is as follows:

- EDSP 186 – Behavior Management Skills in Education (3)
(EDSP 190 prerequisite)
- EDSP 190 – Exceptional Individuals (3)
- EDSP 192 – Psychology of Individuals with Emotional Disturbances (3)
- EDSP 193 – Processes in Human Communication (3)
- EDSP 195 – Instructional Strategies for Individuals with Learning Handicaps (3)

EDSP 396A – Field Experience with Exceptional Children (3)

THE BACCALAUREATE DEGREE AND THE SINGLE SUBJECT CREDENTIAL PROGRAM

Candidates must meet the requirements of the specific Commission-approved program within their major department and include a course on the principles of the United States Constitution if not previously taken. Political Science 15 or History 17 at USD fulfills this requirement. Approved subject matter programs may be different from an academic major. The professional preparation sequence for the Single Subject Credential consists of:

- a. EDUC 130** Philosophical and Cultural Foundations (3)
- b. EDUC 131** Psychological Foundations (3)
- c. EDUC 132** Curriculum and Methods of Teaching (3)
- d. EDUC 134** Methods of Teaching Reading (3)
- e. EDUC 332 Student Teaching (Single Subject) (12)

Total professional preparation equals 24 units.

**Post-baccalaureate students enroll in EDUC 230, 231, 232, 234.

AMERICAN HUMANICS PROGRAM

American Humanics is a national certificate program that prepares students for careers in youth and human service management. The program works with fifteen national nonprofit agencies to train students in leadership skills, enhancing their employment opportunities upon graduation. American Humanics offers on-the-job experience, networking opportunities and job placement. Numerous activities provide community involvement, voluntary service, and attendance at an annual conference. Students may take this program separately or in conjunction with the Leadership Minor. Students enrolled in the program must complete the following core in the School of Education:

American Humanics Certificate

- 11 Units
- EDLD 152 – Leadership in Human Service Organizations (3)
- EDLD 187 OR 188 – Leadership: Practical Experience (3)
or Leadership Experience I (3)
- EDLD 189 – Leadership Experience II (3)*
- EDLD 156 – Seminar: Agency Leadership I (1)
- EDLD 157 – Seminar: Agency Leadership I (1)
- American Humanics Management Institute

American Humanics Certificate And Leadership Minor

- 20 Units
- EDLD 60 – Leadership in Organizations (3)*
- EDLD 150 – Leadership in Groups (3)*
- EDLD 151 – Leadership Seminar (3)
- EDLD 152 – Leadership in Human Service Organizations (3)
- EDLD 187 or 188 – Leadership: Practical Experience (3)
or Leadership Experience I (3)

EDLD 189 – Leadership Experience II (3)*
 EDLD 156 – Seminar: Agency Leadership I (1)
 EDLD 157 – Seminar: Agency Leadership I (1)
 American Humanics Management Institute

*Business Majors may substitute BUS100 for EDLD 60, BUS101 for EDLD 150, and BUS 198 for EDLD 189.

LEADERSHIP MINOR

This minor offers undergraduate students in any major the opportunity to learn about and develop leadership in their personal and professional lives. Studies include an understanding of how organizations function, how change occurs in people's lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations and society. Leadership minor students learn how leaders use group dynamics and politics to achieve their purposes, and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Practical experience is included to provide students the opportunity to develop their leadership abilities. Students may take this program separately or in conjunction with the American Humanics program. Students enrolled in this minor must complete the following core in the School of Education:

Leadership Minor (18 Credits)

EDLD 60 – Leadership in Organizations (3)
 EDLD 150 – Leadership in Groups (3)
 EDLD 151 – Leadership Seminar (3)
 EDLD 187 or 188 – Leadership: Practical Experience (3)
 or Leadership Experience I (3)
 Pre-approved elective (3)*
 Pre-approved elective (3)*

*6 units of electives must be pre-approved and relevant to leadership and NOT used to satisfy major or other minor requirements

SPECIAL COURSES

Each semester the School of Education offers special courses for undergraduates interested in developing or improving personal and learning skills. Among the courses listed are EDUC 15 – Learning Development (2), EDUC 30 – Stress Management (2), EDUC 31 – Career Life Planning (2), EDLD 60 – Leadership in Organizations (3), and EDLD 156-157 – Seminar in Agency Leadership (1). Students may also enroll in service-learning classes offered by the School of Education and USD Office for Community Service-Learning. A student may apply no more than 12 units of special subjects towards graduation requirements.

EDUCATIONAL RECREATION COURSES (EDRC) 001-008

The University offers a variety of educational recreation courses to both men and women students. One-half

to one unit of credit per semester is available to students for participating in recreation courses. A total not to exceed four recreation units is applicable towards graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester.

Recreation courses cover the subject areas of Aquatics (001), Combatives (002), Dance (003), Fitness (004), Health/Safety (005), Leisure Time Activities (006), Mission Bay Aquatic Center Courses (007), and Recreation Sports (008). Specific classes are announced in the *Directory of Classes* each semester. Class descriptions can be found in the Campus recreation magazine each semester. May be repeated. (Every semester.) See also Intercollegiate Athletics below.

Aquatics (001)

Scuba Beginning (.5)
 Scuba Advanced (.5)
 Swimming Beginning (.5)
 Swim Stroke Development (.5)
 Adaptive Aquatics (.5)
 Swimming Conditioning (.5)
 Lifesaving (.5)
 Lifeguard Instructor (.5)
 Water Safety Instructor (.5)
 Water Polo (.5)
 Water Sports (Snorkeling, Spring Board Diving, Synchronic Swim, Aerobics) (.5)
 Pre-Water Safety Instructor (.5)

Combatives (002)

Karate Beginning (.5)
 Karate Multilevel (.5)
 Tai Kwon Do (.5)
 Womens' Self Defense (.5)
 Tai Chi (.5)

Dance (003)

Beginning Ballet (.5)
 Advanced Ballet (.5)
 Beginning Jazz (.5)
 Intermediate/Advanced Jazz (.5)
 Musical Theater Dance (.5)
 Stretch Exercise (.5)
 Ballroom (.5)
 Dance Workshop (1)
 Cheerleading (1)
 Mexican Folk Dance (1)

Fitness (004)

Weight Training (.5)
 Cycling (.5)
 Mountain Bike (.5)
 Aerobics (.5)
 Aerobic Toning (.5)
 Physical Conditioning (.5)
 Wellness (.5)

Crew (.5)
Introduction to Triathlon (.5)

Health/Safety (005)

Community Safety and CPR (.5)
Advanced First Aid (.5)

Leisure Time Activities (006)

Backpacking (.5)
Fishing (.5)
Horsemanship (.5)
Massage (.5)
Snow Skiing (.5)
Multilevel Yoga (.5)
Introduction to Outdoor Leadership (1)
Archery (.5)
Fencing (.5)

Mission Bay Aquatic Center Courses (007)

Sailing (.5)
Surfing (.5)
Water Skiing (.5)
Sea Kayaking (.5)
Rowing (.5)
Wind Surfing (.5)

Recreation Sports (008)

Beginning Tennis (.5)
Intermediate Tennis (.5)
Advanced Tennis (.5)
Bowling (.5)
Beginning Golf (.5)
Intermediate/Advanced Golf (.5)
Volleyball (.5)
Basketball (.5)
Multi-Sport Officiating (.5)
Gym Sports (Basketball, Volleyball, Badminton, Handball) (.5)
Soccer Skills (.5)
Field Sports (Softball, Soccer, Football, Hockey) (.5)
Ice Skating (.5)
Beginning Racquetball (.5)
Multilevel Racquetball (.5)
Beginning/Intermediate In-Line Hockey (.5)
Wrestling (.5)

INTERCOLLEGIATE ATHLETICS (IATH)

Students who participate in intercollegiate athletics may earn one unit of credit per semester. A total not to exceed four IATH units is applicable towards graduation requirements.

5 Intercollegiate Competition in Baseball (1)

Participation in athletic competition. May be repeated. (Spring)

10 Intercollegiate Competition in Basketball (1)

Participation in athletic competition. May be repeated. (Fall or Spring)

15 Intercollegiate Competition in Golf (1)

Participation in athletic competition. May be repeated. (Spring)

20 Intercollegiate Competition in Tennis (1)

Participation in athletic competition. May be repeated. (Spring)

25 Intercollegiate Competition in Volleyball (1)

Participation in athletic competition. May be repeated. (Fall)

30 Intercollegiate Competition in Swimming (1)

Participation in athletic competition. May be repeated. (Fall or Spring)

35 Intercollegiate Competition in Football (1)

Participation in athletic competition. May be repeated. (Fall)

40 Intercollegiate Competition in Crew(1)

Participation in athletic competition. May be repeated. (Spring)

45 Intercollegiate Competition in Softball (1)

Participation in athletic competition. May be repeated. (Spring)

50 Intercollegiate Competition in Cross Country (1)

Participation in athletic competition. May be repeated. (Fall)

55 Intercollegiate Competition in Soccer (1)

Participation in athletic competition. May be repeated. (Fall)

Only 12 units of Special Courses and Recreation Courses combined are applicable toward graduation.

EDUCATION COURSES (EDUC)

15 Learning Development (2)

A structured group experience designed to help students increase their knowledge of learning theory and how this applies to the development of effective learning skills. Sessions will deal with time management, place of study, handling distractions, concentration, preparation for tests, test anxiety, and general study techniques. Cannot be repeated for credit.

30 Stress Management (2)

This course will help students, through group and individual instruction, achieve a more positive learning and living experience within the academic environment. Techniques include how to handle stress, relaxation methods, problem solving, etc. Cannot be repeated for credit.

31 Career Life Planning (2)

This course is designed to help students explore and decide career choices. Techniques for estimating personal and social skills, for examining values and attitudes, and

selling one's self to an employer will be provided. Cannot be repeated for credit.

33 Literature for Children and Adolescents (3)

This course examines the historical trends in literature for children as well as introducing students to the range of current literature available. Criteria for selecting children's literature will be explored and a variety of strategies for response and analysis will be shared. Ways in which literature can support children's inquiry in other curricular areas will also be discussed.

113 Computer Use in the Professions (3)

An introductory course which demonstrates the use of computer technology in a variety of personal and professional applications. Topics include: selection, operation, and evaluation of computer hardware and software; curriculum planning for computer literacy; computer-assisted instruction; word processing; information-retrieval and networking; and careers in computing. Programming in BASIC, LOGO and authoring languages is presented. Projects are related to a student's career field. Course emphasis is on microcomputer applications. This course meets the CTC requirement for the Professional Clear Credential.

120 Theory and Practice in Early Childhood Education (3)

Analysis of current program models in early childhood education and the theoretical assumptions on which they rest. A comparative perspective on claims for "developmentally appropriate practice" is presented.

121 History and Philosophy of Early Childhood Education (3)

Inquiry into the major personalities, foundational conceptions, and social and political movements that have developed and shaped American early childhood education. The historical role and current status of early childhood education vis-a-vis other educational movements.

123 Language Development and Literacy Acquisition in Early Childhood (3)

Presentation of the acquisition and development of oral and written language in children from birth through age eight, focusing on the interaction of form, content and use. Emphasis on implications of psycho- and socio-linguistic knowledge for the development of early childhood education literacy activities.

124 Introduction to Early Childhood Education (3)

This course will provide a general introduction to the key concepts involved in early childhood education for children aged 2-8 years. Topics will include the history of early childhood programs, components in a quality early childhood program, and discussion of current issues and trends shaping the field today.

125 Successful Parenting and Volunteerism: Skills Training in Child and Adolescent Development (3)

This course will provide students with practical strategies useful in working with children and adolescents in the home, in educational settings, and in youth organizations. Students will learn skills for: enhancing development; improving family interactions; communicating effectively with young people; problem solving and decision-making with different age groups; changing inappropriate behavior; mentoring; and building self-esteem and reducing stress in children and adolescents. Prerequisite: Psychology 1 or equivalent.

127 Integrating the Social Sciences and Visual and Performing Arts in the Elementary Schools (3)

This course is designed to examine effective teaching strategies for learning social sciences and the visual and performing arts. Candidates will review appropriate curriculum materials including the California Frameworks. An interdisciplinary approach will be used in curriculum and instruction. Research related to the learning of social sciences and visual and performing arts will be investigated. A ten-week practicum is required for four hours per week. Prerequisites: Prior or concurrent enrollment in Education 130 and 131, and formal admission to the credential program or consent of the director.

128 Curriculum and Instruction in the Elementary School: Mathematics and Science (3)

This course is designated to examine effective teaching strategies for learning mathematics and science. Candidates will review appropriate curriculum materials including the California Frameworks. An interdisciplinary approach will be used in curriculum and instruction. Research related to mathematics and science will be investigated. A ten-week practicum is required for four hours per week. Prerequisites: Prior or concurrent enrollment in Education 130 and 131, and formal admission to the credential program or consent of the director.

129 Communication, Culture and Collaboration (3)

The course is designed to provide information which will enable candidates to develop and implement effective strategies for enhancing communication and collaboration with students, families, and professional colleagues. Cultural similarities and differences (for example, gender, ethnicity, disability) will be examined to support effective relationships within the context of ethical practice and legal mandates. Some general areas and topics include: communication; principles; applications; parent conferences; small group decision making; facilitation; consultation; cross-cultural. Diversity (Culture): ethnicity, race, gender, class, disability. Professionalism (Collaboration): ethics, legal mandates, current issues, law and teaching, school organization.

130 Philosophical and Cultural Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Twelve one-hour observations in local schools are required.

131 Psychological Foundations of Education (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 in 12 one-hour sessions. Part of the content includes: early experience and cognitive growth; personal growth; and value development; fundamentals of growth and development; learning backgrounds and theories.

132S Curriculum and Methods of Teaching in the Secondary Schools (3)

A general curriculum and methods course emphasizing: teaching techniques; writing of objectives; lesson planning; evaluation; classroom management; and subject matter applications. A ten-week practicum is required for six hours per week. Grade level and site are appropriate to the student's credential program. Prerequisites: Prior or concurrent enrollment in Education 130 and 131, and formal admission to the credential program or consent of director.

134E Methods of Teaching Reading and Language Arts in the Elementary Schools (3)

This course is designed to assist students in developing a personal theory of the reading and writing process and a repertoire of strategies consistent with that theory. In the process students will explore relationships between reading, writing, and the language arts. The uses of children's literature to promote reading and ways to create environments which support literacy development are included. Appropriate California Frameworks will be reviewed. A ten-week practicum is required for five hours per week. Students are advised to take this course the semester before student teaching. This course meets the CCTC reading requirement for all basic teaching credentials.

134S Methods of Teaching Reading in the Secondary Schools (3)

Techniques in the teaching of reading, including phonics, are studied and applied to secondary classrooms. A ten-week practicum is required six hours per week. 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 Education 130 and 131, and formal admission to credential program or consent of director. This course meets the CCTC reading requirement for all basic teaching credentials.

141 Psychological and Sociological Influences of Ethnicity and Culture in Education (3)

A contemporary study of varied factors affecting the learner and the learning process of students from diverse cultural backgrounds. Development of background, procedures, and techniques for educators.

142 Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds. Required for the Multiple Subject/Bilingual Emphasis Credential. Includes 12 one-hour observations in school settings. Partially taught in Spanish.

143 Cultural, Philosophical and Psychological Foundations of Education

This course addresses the characteristics of effective learning and teaching and the philosophical and cultural foundations of education.

145 Methods for English Language and Academic Development (3)

This class is designed to provide background and methodology for classroom teachers (K-12) in ESL strategies. A field practicum assignment, field observations, and demonstrations in ESL teaching are part of the course. Attention is given to such areas as: special ESL lessons in various subject areas; language assessment instruments; evaluation systems in ESL; varying methods of teaching second languages; using ESL materials; adapting standard materials to fit needs of ESL students; and working with an ESL curriculum matrix. This course meets the requirement for the Bilingual Specialist Credential.

158 Introduction to Education Technology (3)

An introductory course which includes putting educational technology into perspective: history; mass media; social forces; information age; legal and moral aspects; instructional systems design; etc. Classroom audiovisual hands-on equipment utilization and hardware, software, supply election and sources for: audio cassettes; overhead; opaque; filmstrip; slide; sound/slide; sound/filmstrip; multi image; and 16 mm projectors; video playback; and closed circuit TV. Classroom computing – hands on utilization of large group presentation using LCD display panels, desktop publishing, and interactive video production. Future trends: computers, interactive learning environments, telecommunications. Enrollment limited to 20.

160 Physical Education in the Elementary Schools (2)

This course provides an education 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 inter-

actions, self-realization, individual excellence) with health education principles and practices.

178 Philosophy of Education (3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum and methodology, and an assessment of their social and educational significance. Prerequisite: Junior standing. Cross-listed as Philosophy 181.

SPECIAL EDUCATION COURSES (EDSP)

186 Behavior Management Skills in Education (3)

Study of theory, ethics, research, and practices of applied behavior analysis with exceptional students in educational and community settings. Specifically emphasizes skills development in positive behavior change and includes field assignment where students implement and evaluate a behavior management project. (Fall)

190 Exceptional Individuals (3)

Overview course which investigates the characteristics and service delivery needs of individuals with special needs from birth through adulthood. The legally mandated categorical exceptionalities and gifted individuals will be discussed in terms of the individual, family, education, and ancillary service delivery issues. The primary focus of this course is on how educational, behavioral, social, ecological, transitional and vocational needs of these students can be addressed in appropriate full-inclusion mainstreamed, special education service delivery classes and non-traditional school settings. This course fulfills the California requirements for special education competencies for the Professional Clear Multiple Subject, Single Subject, or Administrative Services Credential. Five classroom observations are required. (Every semester)

192 Psychology of the Emotionally Disturbed (3)

An overview of the developmental factors and learning characteristics most commonly exhibited by emotionally disturbed and socially maladjusted and autistic students. Discussion will include an introduction to counseling, psychotherapy, classroom management, behavior charting techniques, and teaching strategies related to the affective, academic, vocational and transitioning needs of emotionally disturbed students in learning handicapped and severely handicapped class settings. Prerequisite: EDUC 131/231 or equivalent; or consent of the instructor. (Spring)

198 Counseling of the Handicapped and their Parents (3)

Principles and practices of developmental, transitional and vocational counseling for students with handicapping conditions and their parents with emphasis on counseling

techniques useful to teachers. Course includes a building of an awareness of cultural differences and how such differences affect counseling the handicapped and their parents.

LEADERSHIP COURSES (EDLD)

60 Leadership in Organizations (3)

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological and sociological aspects of leadership, specific skill areas will include motivating other people, time management, communication skills, assessment and goal-setting, team-building, and changing leadership styles.

150 Leadership in Groups (3)

This course introduces the student to learning theories of group process and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem solving and intervention strategies, and group development. The course concepts will be integrated with skill-building exercises in simulated situations.

151 Leadership Seminar (3)

This capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will research and discuss various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he or she is committed. Case analysis will give the students an opportunity to build policy-making and change-agent skills. Prerequisites: EDLD 60 or BUS 100 and EDLD 150.

152 Leadership in Non-Profit Organizations (3)

This course is designed to provide knowledge and understanding of the leadership and administration of non-profit organizations. Students will gain both theoretical and practical knowledge of concepts including management, marketing principles, board development and personnel practices.

156 Seminar: Agency Leadership I (1)

Students taking this course gain an appreciation for the role of leaders in human service organizations. Topics include volunteerism, agency administration, financial management, and ethics and values. In addition to class meetings, students will attend field trips and participate in service projects and retreats.

157 Seminar: Agency Leadership II (1)

This course is a continuation of EDLD 156.

FIELD PLACEMENT COURSES**EDUC 331 Student Teaching for the Multiple Subject Credential (12)**

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one semester. The candidate must file a student teaching request form with the School of Education by October 15 for Spring semester and by March 15 for Summer or Fall placements. Fieldwork fee: \$120.

Prerequisites: Admission to the program, completion of required professional education course work, and consent of the director of elementary education.

EDUC 332 Student Teaching for the Single Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. The candidate must file a student teaching request form with the School of Education ideally by October 15 for Spring semester and ideally by March 15 for Summer or Fall placements.

Fieldwork fee: \$120. Prerequisites: Admission to the program, completion of Education 130, 131, 132, and 134 and consent of director of secondary education.

EDUC 333 Assessment of Instructional Competencies (6)

Designed for the full-time, non-credentialed teacher. Individual arrangements are made with the appropriate director of teacher education. Prerequisites: Admission to the program, completion of required professional education course work, and approval of the appropriate director.

EDUC 397 Field Experiences in Early Childhood Education (1-3)

This practicum experience will provide students with directed observation and participation in a classroom at the USD Manchester Child Development Center, working with young children aged 2-1/2 to 5 years of age.

EDUC 398 Field Experience in Education (1)

Practical experience in a school setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to major or to an education minor.

EDLD 81/181 Field Experience in Literacy (1)

Students enrolled in this course will serve in the community as tutors for children and adults in need of literacy development. The classroom learning component will offer opportunities to study tutoring techniques, explore local and global literacy issues, and reflect on the field experience.

EDLD 82/182 Mentoring Volunteers for Youth (1)

This course offers students the opportunity to mentor a young person in the community. Students will meet bi-

weekly to share impressions and concerns, and to study youth issues related to the mentoring experience.

EDLD 83/183 Recreational Activities for Youth (1)

This field experience course offers opportunities to organize activities and supervise youth programs at USD partnership schools. The classroom learning component will cover multicultural awareness, interpersonal skill development, esteem-building and youth issues.

EDLD 187 Leadership: Practical Experience (1-3)

Students taking this internship develop leadership by serving in a position of influence in the Associated Students or other approved campus organization. Students devote at least 120 hours to a leadership experience under the joint supervision of the Leadership minor director and a USD faculty sponsor.

EDLD 188 Leadership Experience in Human Service I (1-3)

Students taking this internship develop their leadership by serving in a position of influence in a human service organization. This placement can be in a community agency or at USD. Students devote at least 120 hours to a leadership experience under the joint supervision of the American Humanics program director and an agency or USD faculty sponsor.

EDLD 189 Leadership Experience in Human Service II (1-3)

This course is a continuation of EDLD 188.

EDLD 340 Field Experience in Volunteer Leadership to EDLD 80/180 (1)

Students taking this internship develop leadership by directing a USD volunteer project. The course includes an initial retreat, and bi-weekly meetings covering volunteerism, team building, communication, citizenship, and grant development and management.

EDSP 396A Field Experiences with Exceptional Individuals - Generic (3)

The field experience course is designed to provide students with variety of hands-on experiences with exceptional individuals. Students enrolled in the generic field course will have an opportunity to observe and interact (either in actual field placements or by means of additional field observations) with individuals who are severely handicapped, learning handicapped, socially or emotionally disturbed, and other classifications as deemed appropriate by the credential advisor and the course supervisor. Requires a minimum of 120 contact hours with individuals with special needs. Fee: \$30.00.

Hahn School of Nursing and Health Sciences



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PROGRAMS

The Hahn School of Nursing and Health Science offers the following Programs.

BS in Nursing (for Registered Nurses only)
Accelerated RN to MSN which combines BSN and MSN program requirements (for Registered Nurses only); both degrees are awarded

MS in Nursing (see *Graduate Bulletin*).
(Specializations include: Adult Nurse Practitioner, Family Health Nurse Practitioner, Pediatric Nurse Practitioner, Case Management for Vulnerable Populations, and Health Care Systems.)

MBA/MSN Joint Degree Program with the School of Business Administration (see *Graduate Bulletin*)

Post-MSN Adult Nurse Practitioner Certificate (see *Graduate Bulletin*)

Post-MSN Family Nurse Practitioner Certificate (see *Graduate Bulletin*)

Post-MSN Pediatric Nurse Practitioner Certificate (see *Graduate Bulletin*)

School Health Nurse Services Credential (see *Graduate Bulletin*)

Doctor of Nursing Science (see *Graduate Bulletin*)

All courses in the School of Nursing and Health Science carry Board of Registered Nursing Continuing Education units for RN relicensure.

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Overview

The program of the School of Nursing and Health Science is planned specifically for the Registered Nurse who desires to obtain a Bachelor of Science degree in Nursing. The School provides the upper division professional major for graduates of hospital diploma and associate degree programs who have met the specified prerequisite admission requirements. The program is designed to prepare the nurse to accept increased responsibility within the health care system and to assume leadership within the nursing profession.

A graduate of the program will be equipped for beginning practice in a variety of settings, will have a foundation for graduate education in nursing, and will be eligible for certification as a public health nurse in the State of California.

Characteristics of the Graduate

Upon completion of the program, the graduate will be prepared to:

1. Use a nursing conceptual model as a basis for nursing practice;
2. Apply theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities to the theory and practice of nursing;
3. Use the nursing process for meeting the diverse health care needs of individuals, families and communities;
4. Design nursing roles to meet the changing health needs of communities;

5. Collaborate with consumers and colleagues in the delivery of health care;
6. Use current research findings in promoting the health and welfare of people;
7. Assume responsibility and accountability for professional nursing practice; and
8. Demonstrate leadership in identifying and effecting needed change in specific health care delivery systems.

Admission Requirements

1. Current licensure as a Registered Nurse in California;
2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment;
3. Completion of the University application for admission, including payment of fees to the Office of Admissions;
4. Three recommendations completed by persons who know the applicant professionally;
5. Physical examination within six months with evidence of specified immunizations and screening tests;
6. Basic Computer Literacy; and,
7. Nursing Prerequisites: These courses can be met by transfer credit or challenge exam. Contact Office of Admissions or Hahn School of Nursing and Health Science for information.
 - a. Prior to admission to the first nursing course, the applicant is required to have completed with a grade of C or better, a semester course or the equivalent in the following subjects:
English Composition and Literature (3 units)

- Physiology (4 units*)
- Microbiology (4 units*)
- General or Organic Chemistry (4 units*)
- Elementary Statistics (3 units)
- Introduction to Sociology (3 units)
- Anthropology (Cultural or Social) (3 units)
- Introduction to Psychology (3 units)
- Growth and Development (3 units)
- *Must have a laboratory component

- b. ACT-PEP Examinations in Nursing for applicants from Diploma programs or non-approved Associate Degree programs.
Fundamentals of Nursing (6 units)
Maternal and Child Nursing (6 units)
Adult Nursing (12 units)
Psychiatric Mental Health Nursing (6 units)

8. Additional General Education requirements which may be completed prior to or taken concurrently with the upper division major are as follows:
Lower Division
Critical Reasoning (Logic) (3 units)
History (3 units)
Literature (3 units)
Fine Arts (Art, Music, Theatre) (3 units)
Elective (3 units)
Upper Division
Religious Studies (6 units)

**R E C O M M E N D E D P R O G R A M O F S T U D Y
B A C H E L O R S O F S C I E N C E I N N U R S I N G**

Prerequisites completed prior to junior year

JUNIOR YEAR

FALL SEMESTER

- *NURS 133 – Conceptual Basis of Professional Nursing Practice(3)
- *NURS 134 – Communication Theory and Process (5)
- NURS 163 – Transcultural Health Care (3)
- **GE Requirement (3)
- Total Units: 14

SPRING SEMESTER

- NURS 121 – Health Assessment (3)
- **GE Requirements (12)
- Total Units: 15

SUMMER (IF NEEDED)

- GE Requirements (6)

SENIOR YEAR

FALL SEMESTER

- NURS 145 – Care of the Family (6)
- NURS 270 – Investigative Inquiry (3)
- ** GE Requirements (6)
- Total Units: 15

SPRING SEMESTER

- NURS 147 – Care of the Community (5)
- NURS 250 – Health Care Systems Analysis (3)
- NURS 210 – Health Care and Health Policy (3)
- Total Units: 11

*Prerequisite to all other upper division Nursing courses.
**May be completed prior to enrollment in the upper division Nursing major.

- Philosophy (Values requirement) (3 units)
- Elective (6 units)

Academic Policies

1. Student must fulfill general education, nursing prerequisites, and professional major requirements.
2. All courses in the Nursing major must be completed within a 5-year period after beginning study in the Nursing major, that is, taking the first nursing course.
3. A grade of C or better is required in all courses in the Nursing major.
4. Students receiving a final grade of D or F in a course in the Nursing major must repeat the course, and receive a grade of C or better. Students may repeat a course only once.
5. While enrolled in courses in the professional major, the student is required to maintain individual professional liability insurance, current California RN licensure, and required immunizations and screening tests.
6. The student has the obligation of maintaining communication with an appointed academic advisor for program planning to meet graduation requirements.
7. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
8. Students must pass both clinical and theory components of a course (if applicable) to pass the course.

ACCELERATED MASTER OF SCIENCE IN NURSING

Overview

The accelerated RN to MSN program is designed for Associate Degree and diploma-prepared nurses who want to pursue the MSN degree. The program of study leads to the awarding of both the BSN and MSN degrees and eligibility for certification as a public health nurse in the State of California. Students take graduate courses in nursing research, health care issues and policy, and health care systems analysis as part of the BSN degree requirements. The masters portion of the program offers five track options: Adult Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Case Management for Vulnerable Populations, and Health Care Systems. Specialization options in gerontology, school health, and Latino health care are available within the nurse practitioner tracks. All tracks share a common core of knowledge and each track is designed to prepare an advanced practitioner in the respective area. The purpose of the program is to provide leadership preparation that will enable the graduate to assume a significant role in nursing and health care delivery.

Characteristics of the Graduate

Upon completion of the accelerated program, the MSN graduate is prepared to:

1. Ground advanced practice on nursing's theoretical foundations and research;
2. Synthesize knowledge from related disciplines for application in a specialized area of advanced nursing practice;
3. Provide leadership in integrating research into practice;
4. Participate in the conduct of nursing and interdisciplinary health care research;
5. Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and communities;
6. Adapt advanced practice roles effectively within rapidly changing health care systems;
7. Collaborate with multi-disciplinary health care providers and with consumers to improve care delivery;
8. Provide leadership in effecting change that contributes to ongoing improvement of health care delivery;
9. Analyze emerging issues confronting nursing and health care as a basis for participating effectively in advancement of the profession; and,
10. Influence formulation and implementation of policy that assures access to quality, cost-effective health care for all segments of the population.

Admission Requirements

1. Current licensure as a RN in California;
2. Professional liability and malpractice insurance coverage which must be maintained throughout enrollment;
3. Completion of the University application for graduate admission, including payment of fees to Office of Graduate Admissions;
4. Three recommendations completed by persons who know the applicant professionally;
5. One year of professional nursing practice (for some MSN tracks, two years of recent experience in direct patient care are required);
6. Physical examination within six months with evidence of specified immunizations and screening tests;
7. A GPA of at least 3.0 on a 4.0 scale;
8. Satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test;
9. Basic computer literacy; and,
10. Completion of the Nursing Prerequisites with a grade of C or better. (See Bachelor of Science in Nursing Program.)

Academic Policies

1. The BSN is awarded upon successful completion of a minimum of 124 semester units of study, which must include the General Education requirements, prerequisites to the nursing major, upper division nursing requirements and certain of the MSN courses. The final 30 units of BSN course work must be completed at USD.

2. The MSN is awarded upon completion of all requirements for the chosen Master's track, which are outlined in the *Graduate Bulletin*.
3. The student is responsible for maintaining communication with an appointed advisor for program planning to meet graduation requirements for both programs.
4. The student in the accelerated program is responsible for adhering to deadlines and requirements specified in both the *Undergraduate Bulletin* and the *Graduate Bulletin*.
5. Graduate students are expected to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students whose semester or cumulative GPA falls below 3.0 will be placed on academic probation.
6. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
7. Students must pass clinical and theory components of a course (if applicable) to pass the course.

COURSE DESCRIPTIONS (NURS)

121 Health Assessment (3)

The focus of this course is on the further development of skills in holistic client assessment throughout the life span. These skills are applied within the framework of the nursing process to meet the individual's needs for health maintenance and promotion. Two hours of lecture, two hours of laboratory. (Spring)

133 Conceptual Basis of Professional Nursing Practice (3)

This course provides an overview of the nature of the profession of nursing and its conceptual bases. Course content includes a beginning analysis of nursing theories and theories from other disciplines relevant for professional nursing practice. Class assignments assist the student to develop skills in writing and oral presentation. (Fall)

134 Communication Theory and Process (5)

This course focuses on communication as a process essential to the nurse-client relationship as well as professional nursing practice. The student is provided with basic theoretical concepts related to therapeutic communication skills and strategies. Facilitating effective communication in small groups is also examined. Three hours of lecture, one hour of seminar, three hours of laboratory. (Fall)

145 Care of the Family (6)

The focus of this course is on the family within the community and the health care system. Approaches used to assess families include the developmental, systems, and structural-functional frameworks. Interventions with families emphasize promotion and maintenance of health as well as resolution of existing health problems. Students have clinical opportunities in official and voluntary agen-

cies to integrate selected theories and concepts using the nursing process as they interact with clients and families in their homes and community settings. Two hours of lecture, one hour of seminar, nine hours of laboratory.

Prerequisites: Nursing 121, 133, 134. (Fall)

147 Care of the Community (5)

The health of the community and subgroups within the community are the focus of this course. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health nursing practice are considered. Two hours of lecture, 1.5 hours of seminar, 4.5 hours of laboratory. Prerequisites: Nursing 121, 133, 134. (Spring)

163 Transcultural Health Care (3)

Values and belief systems influencing the health behaviors of culturally diverse groups are explored in this course. Class content also includes social, political, and economic forces that have consequences for access to and use of health care resources. Students participate in learning experiences designed to develop cultural sensitivity to lifestyles, values, and concepts concerning health that differ from their own. Readings and class discussion focus on a conceptual basis for the assessment, planning, implementation, and evaluation of nursing care for culturally diverse clients. (Fall)

210 Contemporary Health Care Issues and Health Policy (3)

This course provides a forum for the exploration and evaluation of current major issues and problems that concern the nursing profession. Selected contemporary health care and nursing issues are analyzed. The focus is also on the processes of policy formulation in public and private arenas. Ethical frameworks are applied to the dynamics of policy making and the probable resolution of health care issues.

250 Health Care Systems Analysis (3)

This course focuses on analysis and evaluation of health care delivery from a systems perspective. Learning experiences provide a basis for effective practice within complex health care systems operating in rapidly changing environments.

270 Investigative Inquiry (3)

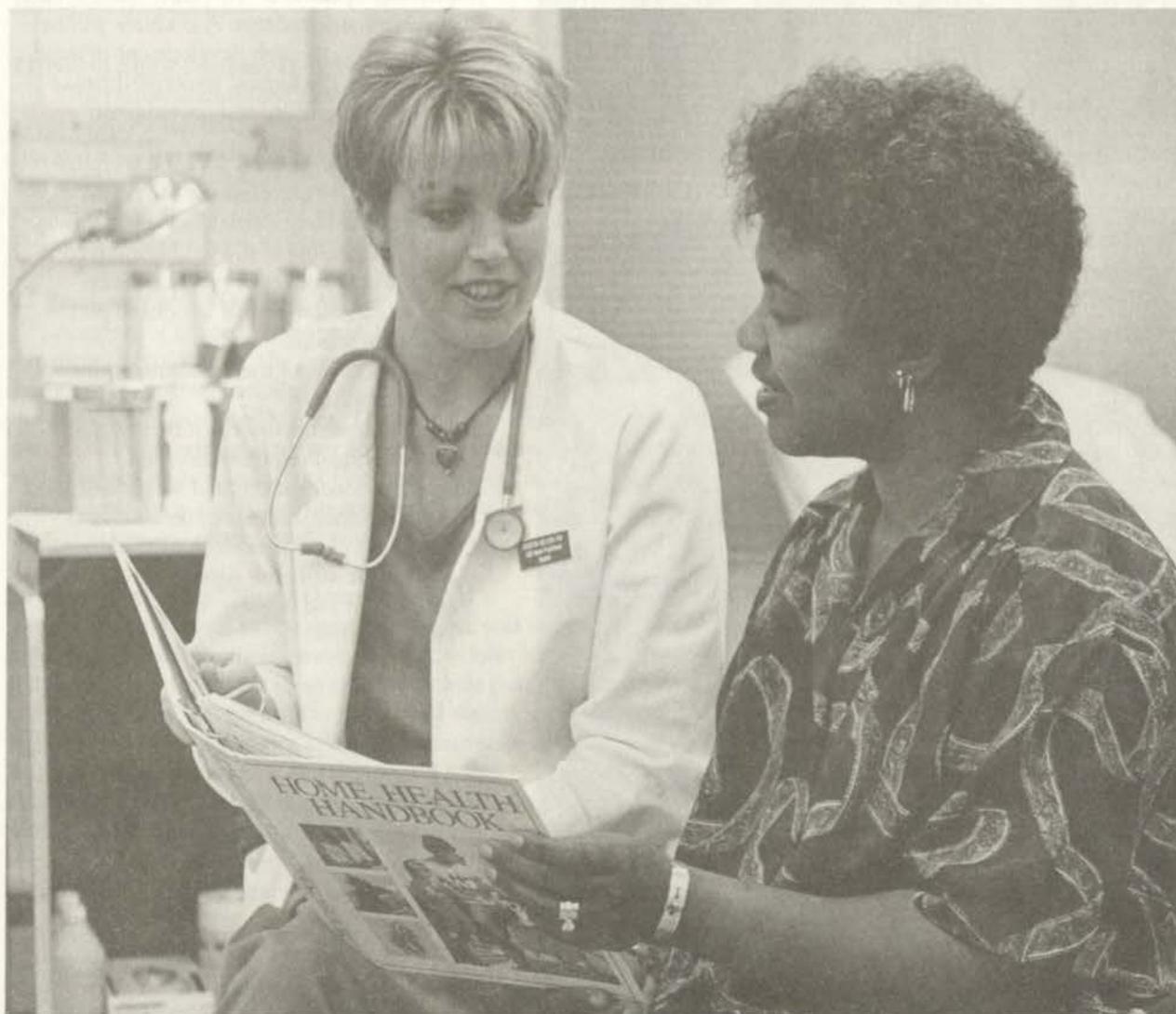
This course focuses on the development of research skills through critique of written research reports for application to nursing practice and application of the research process through the development of a research proposal. Emphasis is placed on the relationship of research to the knowledge base and practice of nursing.

HEALTH SCIENCE COURSES (HS)**105 Health Care and Women (3)**

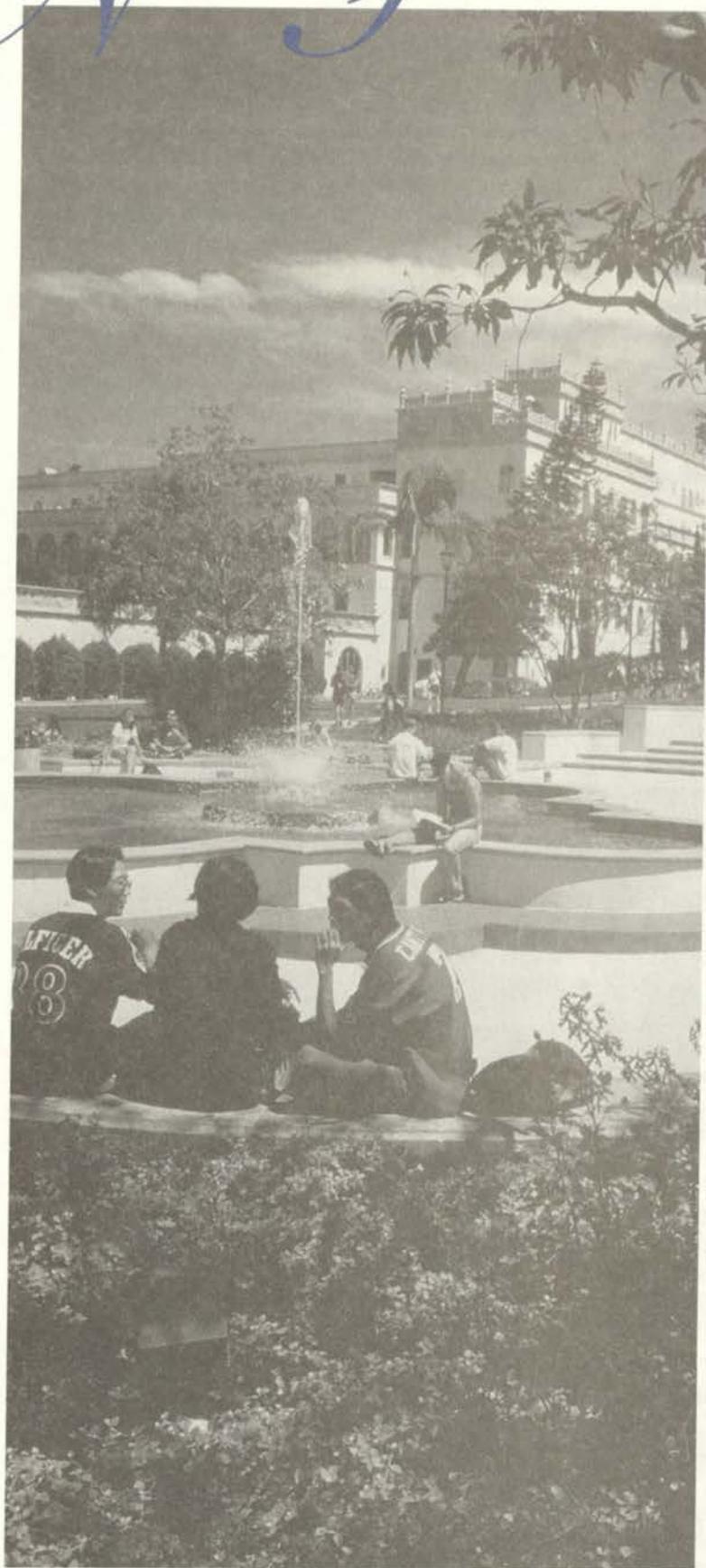
This course is designed to promote health awareness and well-being for women. An examination of the health care available to women and an exploration of health issues that commonly affect women across the life span is included.

160 Health Education (2)

This course addresses the nature and scope of health education, including current problems in individual, family and community health. Theories and methods of health education are discussed. This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials. (Spring)



Naval Science



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The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps Reserve officers a basic professional background in the areas of leadership, ethics, and management; piloting and celestial navigation; nautical rules of the road; ship characteristics, design and propulsion; theory and employment of weapon systems; and development of warfare and amphibious operations. This curriculum is open to all University students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship, and government.

PROGRAM OBJECTIVES

The primary objectives of the Naval Science Department curriculum are to provide:

1. an understanding of the fundamental concepts and principles of Naval Science;
2. a basic understanding of associated professional knowledge;
3. an appreciation of the requirements for national security;
4. a strong sense of personal integrity, honor and individual responsibility; and
5. an educational background which will allow Naval Science students to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Navy or Marine Corps.

COURSE DESCRIPTIONS**11 Introduction to Naval Science (0)**

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

12 Naval Ships Systems I (Engineering) (3)

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Operation, advantages, and disadvantages of steam, gas turbine, and diesel propulsion engines receive in-depth study. Leadership topics as they apply in an engineering setting are introduced.

21 Naval Ships Systems II (Weapons) (3)

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordnance. Case studies of weapon systems employment are covered with emphasis on accountability and responsibility of the naval leader.

22 Seapower and Maritime Affairs (3)

A survey of United States naval history from the American Revolution to the present with emphasis on major developments. Included is an in-depth discussion of the geopolitical theory of Mahan. 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.

131 Navigation and Naval Operations I (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. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

132 Navigation and Naval Operations II (3)

A study of the international and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications. The course incorporates a variety of case analyses to stress practical application of skills. Additionally, leadership traits in the themes of communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed.

133 Evolution of Strategic Operations (3)

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

141 Leadership and Management II (3)

The capstone course in the NROTC curriculum builds on and integrates the professional competencies and leadership principles introduced in prior course work and professional training. Leadership and motivational theories are reviewed. The course also exposes students to military justice administration, directives and correspondence, naval personnel administration, material management and maintenance, supply systems and safety programs.

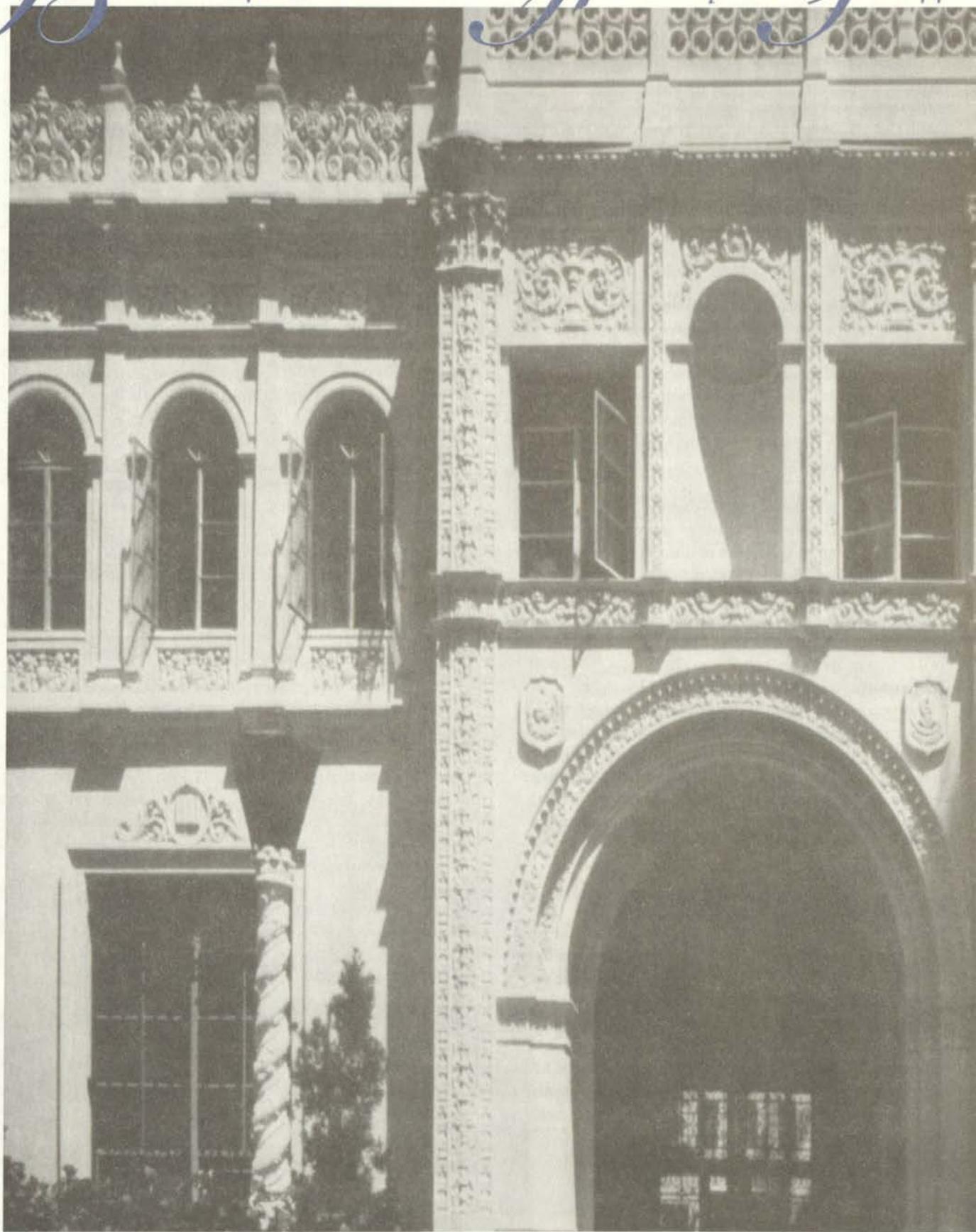
142 Leadership and Ethics (3)

The capstone course in the NROTC curriculum emphasizes the values and ethical foundations of leadership. Philosophical interpretation and dialogue are used extensively throughout the course. The course is organized into three modules of study. The first module is ethical foundations. The second module explores military law and legal issues. The third module presents specific topics related to Navy and Marine Corps junior officer development and leadership.

143 Amphibious Operations (3)

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

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School of Business Administration

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Gary G. Whitney, Ph.D.
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Carmen Barcena, Ed.D.
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School of Education

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Hahn School of Nursing and Health Science

Janet A. Rodgers, Ph.D.
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Mary Jo Clark, Ph.D.
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Assistant Director of Intramurals/Recreation

Ted Gosen, M.B.S.
Sports Information Director

Mike Daniels, M.B.A.
Assistant Director of Sports Information

Renee Wiebe, M.S.
Director of Promotion and Marketing

Mary Rose Johnson, M.S.
Director of Summer Camps

Carolyn Greer, M.A., A.T.C.
Athletic Trainer

Suzi Higgins, B.A.
Assistant Athletic Trainer

Sara Hickmann, M.A.
Academic Support Coordinator

John Cunningham, B.A.
Baseball Coach

Brad Holland, B.A.
Men's Basketball Coach

Kathleen Marpe, M.A.
Women's Basketball Coach

Cheryl Getz, B.S., M.A.
Assistant Women's Basketball Coach

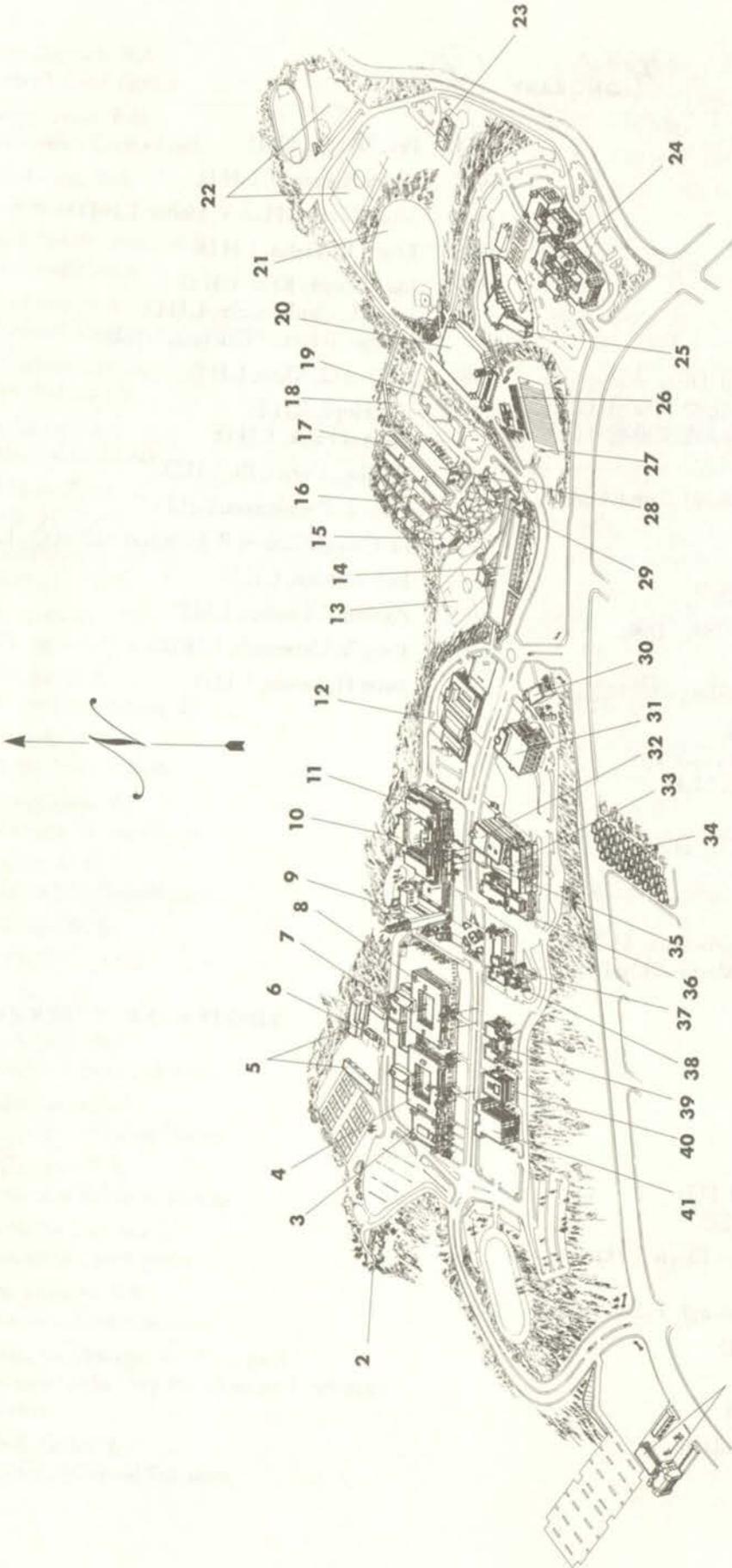
- Brooks Dagman, B.A.
Men's Crew Coach
- Leeanne Crain, B.A.
Women's Crew Coach
- Richard Cota, B.A.
Cross Country Coach
- Kevin McGarry, B.A., M.Ed.
Football Coach
- Bill Dobson, M.A.
Football Coach
- Jim Wachenheim, B.A.
Football Coach
- Frank Cates, B.A.
Men's Golf Coach
- Lin Adams, Ph.D.
Softball Coach
- Seamus McFadden, B.A.
Men's Soccer Coach
- John Cossaboon, M.A.
Women's Soccer Coach
- Bill Morgan, B.A.
Women's Swimming Coach
- Tom Hagedorn, B.A.
Men's Tennis Coach
- Sherri Stephens, M.S.
Women's Tennis Coach
- Sue Snyder, M.S.
Women's Volleyball Coach
- Steve Brown, M.S.
Strength Coach
- Valorie P. Ashley, B.A.
Director of Law Annual Fund
- Amy A. Beasley, B.Mus.
Director of Major Gifts
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Director of the News Bureau
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Director of Advancement Services
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Associate Director of Publications
- Maria Martinez-Cosio, M.Ed.
Assistant Director of Public Relations/Director of
Community Programs
- Coreen G. Petti, B.S.
Director of Corporate Relations
- Kathleen A. Quinn, B.B.A.
Director of Development, School of Law and
Children's Advocacy Institute
- Trisha J. Ratledge, B.J.
Associate Director of Publications
- Amy T. Roediger, B.A.
Director of Annual Fund
- Kim M. Signoret, B.S.
Associate Director of Donor Relations
- Ky L. Snyder, B.S.
Director of Athletic Development
- John A. Trifiletti, B.A.
Director of Alumni and Parent Relations

UNIVERSITY RELATIONS

- Jack A. Adams, Ph.D.
Director of Special Projects
- Cary Blanchette, B.A.
Director of Planned Giving
- Jack F. Cannon, B.A.
Director of Public Relations
- Donald M. Fellows, M.Ed.
Director of Development
- Esther M. LaPorta, B.A.
Director of Donor Relations
- Sr. Virginia McMonagle, R.S.C.J., M.A.
Assistant to the Vice President for University
Relations
- Elizabeth S. Schiff, B.A.
Director of Capital Programs

HONORARY DEGREES

- | | | | |
|------|--|------|---|
| 1959 | Richard M. Nixon, LL.D. | 1984 | Pete Wilson, LL.D. |
| 1961 | Edmund G. Brown, LL.D.
John J. Irwin, LL.D. | 1985 | Anita Figueredo, L.H.D. |
| 1962 | Murray D. Goodrich, LL.D. | 1986 | Most Reverend Leo T. Maher, L.H.D. |
| 1963 | Edward R. Annis, D.Sc.
Earl C. Bolton, LL.D. | 1987 | Ernest W. Hahn, L.H.D. |
| 1964 | Herbert F. York, LL.D. | 1988 | Joan Beverly Kroc, L.H.D.
Jaime L. Cardinal Sin, L.H.D.
Mother Teresa of Calcutta, L.H.D. |
| 1965 | Sister Mary William I.H.M., LL.D.
Captain E. Robert Anderson, U.S.N. (Ret.), LL.D.
Major General Bruno A. Hochsmuth, USMC, LL.D. | 1989 | Herbert G. Klein, L.H.D. |
| 1966 | John S. Alessio, LL.D.
Right Reverend Monsignor Louis J. Risha, LL.D. | 1990 | Bob Hope, L.H.D.
Dolores Hope, L.H.D. |
| 1967 | John V. Naish, D.Sc.
Graydon Hoffman, LL.D. | 1991 | Hodding Carter, III, L.H.D. |
| 1968 | Malcolm Andrews Love, LL.D. | 1992 | Elliot L. Richardson, L.H.D. |
| 1969 | Lt. Col. William A. Anders, USAF, D.Sc. | 1993 | Lt. General Robert B. Johnston, U.S.M.C., L.H.D. |
| 1970 | Maurice H. Stans, LL.D.
Lt. Gen. Victor H. Krulak, USMC (Ret.) LL.D. | 1994 | Jack O'Brien, L.H.D. |
| 1971 | Monsignor John E. Baer, LL.D.
Monsignor Alfred F. Horrigan, LL.D.
Sister Nancy Morris, R.S.C.J., LL.D. | 1995 | Author E. Hughes, L.H.D. |
| 1972 | William D. McElroy, LL.D.
Sister M. Aimee Rossi, R.S.C.J., LL.D. | 1996 | Peter V. Ueberroth, L.H.D. |
| 1974 | Jonas Salk, M.D., LL.D.
Irving Salomon, LL.D. | 1997 | Janet H. Brown, L.H.D. |
| 1975 | Prince Sattam bin Abdulaziz Al-Saud, LL.D.
Florence Bisenta de Casilla Martinez Cardona
(Vikki Carr), LL.D. | | |
| 1976 | Arthur Buchwald, L.H.D. | | |
| 1977 | George F. Will, LL.D. | | |
| 1978 | Leo Roon, L.H.D.
Franco Zefirelli, L.H.D. | | |
| 1979 | Robert Abernethy, L.H.D.
Mary Ann Garrigan, R.N., L.H.D.
Martha E. Rogers, R.N., L.H.D. | | |
| 1980 | Reverend Monsignor I. Brent Eagen, L.H.D.
Ray A. Billington, L.H.D.
Reverend Theodore M. Hesburgh, C.S.C., LL.D. | | |
| 1981 | Casper W. Weinberger, LL.D. | | |
| 1982 | Helen K. Copley, L.H.D.
Bernardo Sepulveda, L.H.D. | | |
| 1983 | Frances Danz, R.S.C.J., L.H.D. R.
Craig Noel, L.H.D.
Terrel H. Bell, L.H.D. | | |



- 1 Physical Therapy Program/
University Office Park (September, 1999)
- 2 Casa de Alcalá – President's Residence
- 3 Helen K. and James S. Copley Library
- 4 Camino Hall
Women's Residence
Shiley Theatre
Health Center
Classrooms/Science Labs
- 5 Facilities Management
- 6 Science Annex
- 7 Sacred Heart Hall
NROTC
Performing Arts Center
Student Art Exhibit Gallery
- 8 Founders Hall
Women's Residence
Founders Chapel
Founders Gallery
French Parlor
David W. May Collection
Dean, College of Arts and Sciences
Summer/Intersession
Classrooms
- 9 Immaculata Church
- 10 Print Shop
Printing
Purchasing
- 11 Maher Hall
Men's Residence
Salomon Lecture Hall
Human Resources
Graduate Admissions
Media Services
Classrooms
Aromas Coffee House
Community Service Learning
Information Systems
Planned Giving
Sponsored Programs
Public Relations
Publications
- 12 Ernest and Jean Hahn University Center
Student Affairs
Residence Life
Dining Services

- Dining halls
Special Events
Campus Ministry
Associated Students
The Marketplace
Traditions
Outdoor Adventures
Ticket Booth
Meeting rooms
Activity rooms
- 13 Mission Field
- 14 Mission Parking Structure
- 15 Mission Crossroads Residence Services
Housing
Residential Conference Programs
Residence Director
Study Lounge
Laundry
- 16 San Dimas Missions Residences (A)
- 17 Santa Anita Mission Residences/
University Knolls Residences
- 18 Seminary Residences
- 19 St. Francis Seminary
- 20 Jenny Craig Pavilion (early 2000)
- 21 Cunningham Baseball Stadium
- 22 Canyon Field and Softball Diamond
- 23 Manchester Family Child Development
Center
- 24 Alcalá Vista Apartments
- 25 Sports Center
Athletics Department
Pool
Gymnasium
Weight Room
- 26 Field House
- 27 Torero Stadium
- 28 San Antonio de Padua Residences
- 29 San Dimas Missions Residences (B)
- 30 Harmon Hall
Dean, School of Education
Classrooms
- 31 Katherine M. and George M. Pardee Legal
Research Center
Law library
Classrooms

- 32 Warren Hall
Dean, School of Law
Classrooms
- 33 Loma Hall
Bookstore
Mail Center
Classrooms/Labs
- 34 University Terrace Apartments
- 35 Guadalupe Hall
Alumni Relations
Development
- 36 Serra Hall
Undergraduate Admissions
Counseling Center
Classrooms/Labs
Graduate Career Programs
- 37 Public Safety/Parking Services
- 38 Author A. and Marjorie A. Hughes
Administration Center
President
Provost
University Relations
Finance and Administration
Student Accounts
Cashier
Accounting
Career Services
Financial Aid Services
Loan Administration
Telecommunications
- 39 Hahn School of Nursing and Health
Science
Dean, School of Nursing
Classrooms/Labs
- 40 Manchester Executive Conference Center
Continuing Education
Meeting rooms
- 41 Olin Hall
Dean, School of Business Administration
Classrooms/Labs

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