



Below is the list of sustainability related and focused courses alphabetically sorted and categorized by undergraduate and graduate level coursework.

### Undergraduate Courses:

| Course Number | Course Title                               | Related or Focused | Units | Major        | Course Description  |
|---------------|--|--------------------|-------|--------------|---|
| ANTH 102      | INTRODUCTION TO CULTURAL ANTHROPOLOGY      | R                  | 3     | ANTHROPOLOGY | An introduction to the nature of culture, techniques of fieldwork, linguistics, components of cultural systems, such as subsistence patterns, socio-political organization, religion, worldview, diversity, change, and current problems.   |
| ANTH 312      | PALEOPATHOLOGY                             | R                  | 3     | ANTHROPOLOGY | An introduction to the study of ancient human pathologies through the study of bones and mummies. The course will focus on how the human skeletal system adapts to trauma, disease organisms, and environmental conditions, such as diet, climate, temperature, soil, and water. Basic skeletal anatomy and other osteological techniques such as age and sex determination will be an essential part of the course. Current problems in epidemiology will be examined in relation to diseases of the past. |
| ANTH 320      | NORTH AMERICAN INDIAN CULTURES             | R                  | 3     | ANTHROPOLOGY | A survey of prehistory, history, social organization, economy, worldview, and contemporary issues of American Indian and Inuit groups across North America (north of Mexico) from ethnohistorical and applied anthropology perspectives. Regional adaptations stemming from environmental and intercultural linkages are highlighted.   |
| ANTH 321D     | CALIFORNIA AND GREAT BASIN INDIAN CULTURES | R                  | 3     | ANTHROPOLOGY | An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrieleño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.   |

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| ANTH 323D | SOUTHWEST INDIAN CULTURES      | R | 3 | ANTHROPOLOGY | A survey of the ethnography of Native Americans in the Greater Southwest (the American Southwest and the Mexican Northwest). Emphasis on the interplay of each culture with its ecological environment and surrounding cultures, particularly the historically dominant colonial European settlers.   |
| ANTH 327  | SOUTH AMERICAN INDIAN CULTURES | R | 3 | ANTHROPOLOGY | A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies.  |
| ANTH 328  | CARIBBEAN CULTURES             | R | 3 | ANTHROPOLOGY | A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America.   |
| ANTH 330D | NORTH AMERICAN ARCHAEOLOGY     | R | 3 | ANTHROPOLOGY | An examination of the development of the prehistoric cultures of North America from the earliest occupations to the historic period. This course examines the evidence for the first migrations into the North America and subsequent development of the diversity of Native American cultures. The culture area approach (i.e., the Arctic, Subarctic, Northwest, Midwest, Great Plains, Northeast, Southeast, Southwest, Great Basin, and California) will be used to organize the class discussions. The primary emphasis will be the culture areas north of Mexico, but developments in Mesoamerica will be discussed where relevant. |
| ANTH 331D | SOUTHWESTERN ARCHAEOLOGY       | R | 3 | ANTHROPOLOGY | An examination of the development and changing face of human adaptation in the southwestern part of North America since the earliest human occupations. Views based on archaeological evidence are emphasized. The course highlights the diversity of environmental zones and shifting strategies of resource utilization seen in the region that date from prehistoric times to the end of the 19th century.   |
| ANTH 334  | SOUTH AMERICAN ARCHAEOLOGY     | R | 3 | ANTHROPOLOGY | 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.   |

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| ANTH 335 | NAUTICAL<br>ARCHAEOLOGY                                    | R | 3 | ANTHROPOLOGY | An introduction to the practice of archaeology underwater. This course examines maritime-based civilizations and their impact on society. Emphasis is placed on the role of the ship in exploration, discovery, contact, empire, trade, and warfare.   |
| ANTH 339 | POST MEDIEVAL<br>SEAFARING AND EMPIRE                      | R | 3 | ANTHROPOLOGY | A survey course that examines the advents of shipbuilding and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, waterborne commerce, and naval warfare.  |
| ANTH 364 | SURF CULTURE AND<br>HISTORY                                | R | 3 | ANTHROPOLOGY | This course examines the historical and socio-cultural components of one of Southern California's fastest growing leisure activities. Successful participation in this sport and membership in its local subcultures are contingent upon specialized knowledge of geography, wave physics, weather patterns, ocean biota, board design, and the often complex yet subtle intricacies of regional customs. Emphasis is placed on surfing's Polynesian roots and their transmission — via the Hawaiian Islands — to Southern California, whence surf music, literature, art, and movies have become ambassadors for an international phenomenon. |
| ANTH 470 | SHAMANS, ART AND<br>CREATIVITY                             | R | 3 | ANTHROPOLOGY | An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Shipibo of eastern Peru, and the Tungus reindeer herders of Siberia.  |
| ARCH 321 | CITY AND UTOPIA:<br>INTRODUCTION TO<br>HISTORY OF URBANISM | R | 3 | ARCHITECTURE | This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th century. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARTH 321.   |

This course aims at a synoptic view of architectural theory in the 1970s and 1980s in order to offer an understanding of the present predicament of architecture and the city. We will discuss the “postmodern condition” as a global socioeconomic phenomenon and how a select group of architects and thinkers responded to this condition in the recent past. Cross-listed as ARTH 322.

ARCH 322 CONTEMPORARY ARCHITECTURE R 3 ARCHITECTURE

A survey of the natural, cultural, historical and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology; philosophy of music; musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century including electronic, experimental and improvised musics, installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture.

ARTH 109 INTRODUCTION TO SOUND ART R 3 ART HISTORY

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

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

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

ARTV 370 DESIGNING FOR SOCIAL SPACE R 3 VISUAL ARTS

A studio seminar course organized around the overlapping topics of landscape, sculpture and land art, Sculpture/Landscape is designed to offer intermediate and advanced Visual Arts students an opportunity to continue developing technical and conceptual skills in sculpture while also providing motivated students without experience an exciting entry to the discipline. Through technical exercises, studio projects, field trips, lectures, readings and discussions we will explore contemporary sculpture and installation practice in relation to the land and historical and contemporary ideas about land, all while taking advantage of San Diego's year-round growing season, diverse micro-climates and post-modern botanical vocabulary.

ARTV 371 SCULPTURE / LANDSCAPE F 3 VISUAL ARTS

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment.

BIOL 102 ECOLOGY AND ENVIRONMENTAL BIOLOGY F 3 BIOLOGY

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

BIOL 103 PLANTS AND PEOPLE F 3 BIOLOGY

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. BIOL 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

BIOL 104 TOPICS IN HUMAN BIOLOGY F 3 BIOLOGY

This integrated lab and lecture course covers a wide variety of subjects related to birds. The lecture addresses their evolution and ecology, their anatomy and physiology, and their behavior, especially during reproduction. The laboratory portion of the course illustrates the unique anatomy of birds and explains how they are classified, but most of the laboratories comprise a series of field trips to different local habitats to identify the large variety of avian species in San Diego. One field trip may be overnight to the desert. Two hours of lecture and one hour of laboratory weekly.

BIOL 108 BIOLOGY OF BIRDS F 3 BIOLOGY

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| BIOL 110  | LIFE SCIENCE FOR EDUCATORS                 | R | 3 | BIOLOGY | A one-semester course in the general concepts of biology tailored for the liberal studies major. The course is designed to meet the subject matter requirement in life science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution, and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Students majoring in liberal studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly. |
| BIOL 111  | SURVEY OF BIOLOGY WITH LAB                 | F | 3 | BIOLOGY | A one-semester course in the general concepts of biology providing the nonmajor with an overview of the living world and the principles of life processes. BIOL 101 is lecture only, 111 is two hours of lecture per week and one laboratory every other week.  |
| BIOL 112  | ECOLOGY AND ENVIRONMENTAL BIOLOGY WITH LAB | F | 3 | BIOLOGY | 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 all-dayweekend trip to the desert.   |
| BIOL 113  | PLANTS AND PEOPLE W/LAB                    | F | 3 | BIOLOGY | A one-semester course about humans and their knowledge, uses, and abuses of plants. The biology of plants, selected protists, and fungi are considered from a scientific viewpoint; included are ecology, anatomy, morphology, physiology, taxonomy, and biotechnology. These organisms are also considered with regard to resource utilization and agriculture: the uses and abuses of plants for fibers; foods; beverages; medicinals and other ends occupy the majority of the course.   |
| BIOL 114  | TOPICS IN HUMAN BIOLOGY WITH LAB           | R | 3 | BIOLOGY | This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.   |
| BIOL 190  | INTRODUCTION TO EVOLUTION                  | F | 3 | BIOLOGY | This one semester foundation course for biology majors provides an introduction to the mechanisms of inheritance, evolution, and ecology. Three hours of lecture weekly. No prerequisite. Offered every semester.   |
| BIOL 221  | INTRODUCTION TO ORGANISMAL DIVERSITY       | R | 3 | BIOLOGY | This one-semester foundation course for biology majors provides an introduction to the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture weekly. Concurrent registration in BIOL 221L is strongly recommended.  |
| BIOL 221L | INTRODUCTION TO ORGANISMAL DIVERSITY LAB   | R | 1 | BIOLOGY | A laboratory course to complement the lecture material presented in BIOL 221.   |

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| BIOL 305 | ECOLOGY | F | 3 | BIOLOGY | A study of the distribution and abundance of organisms. This survey course will include a discussion of the physical environment, biogeography, and ecosystems. Community and population ecology will also be addressed, and quantitative approaches will be emphasized. |
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| BIOL 310 | EVOLUTION | R | 3 | BIOLOGY | A study of the fundamental concepts of evolution. The nature of variation, isolation, natural selection, and speciation will be discussed. Special topics include molecular, behavioral, developmental, and human evolution. Three hours of lecture per week. |
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| BIOL 320 | EVOLUTION OF<br>VERTEBRATE STRUCTURE | R | 3 | BIOLOGY | The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for feeding, locomotion, and reproduction. Yet, all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly |
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| BIOL 340 | DESERT BIOLOGY | F | 4 | BIOLOGY | This course provides an introduction to the formation and climate of the local Colorado Desert and the evolution, ecology, physiological adaptations, and relationships of the organisms found there. The lab portion includes five days hiking and camping in Anza Borrego Desert State Park during Spring Break, where the floral and faunal communities of several habitat types will be studied through trapping, tracking, and experiment. |
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| BIOL 342 | MICROBIOLOGY | R | 4 | BIOLOGY | An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. The diversity of prokaryotes is surveyed with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between humans and microbial pathogens are also examined. The laboratory stresses techniques in light microscopy and procedures used to culture and characterize microorganisms. |
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| BIOL 346  | VERTEBRATE NATURAL HISTORY                 | F | 3 | BIOLOGY | A course in the biology of vertebrates. Although vertebrate structure, function, and development are studied, emphasis is on the behavior, evolution, and interaction of the vertebrate organism as a whole, or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. |
| BIOL 348  | INSECT BIOLOGY                             | R | 4 | BIOLOGY | An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert.   |
| BIOL 361  | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY | F | 2 | BIOLOGY | A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.                             |
| BIOL 364  | CONSERVATION BIOLOGY                       | F | 4 | BIOLOGY | Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory includes discussions of classic and current literature, student presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities.                 |
| BIOL 416  | POPULATION BIOLOGY                         | F | 3 | BIOLOGY | The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of MATH 130 (Survey of Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized.           |
| BIOL 460W | ECOLOGY                                    | F | 4 | BIOLOGY | 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.                    |
| BIOL 472  | PLANT PHYSIOLOGY                           | R | 4 | BIOLOGY | 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.   |

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| BIOL 477  | INVERTEBRATE<br>PHYSIOLOGY                                | R | 3 | BIOLOGY  | The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane, and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly.  |
| BIOL 477L | INVERTEBRATE<br>PHYSIOLOGY LAB                            | R | 1 | BIOLOGY  | Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in BIOL 477 is required. Offered every Fall semester.   |
| BIOL 478  | VERTEBRATE<br>PHYSIOLOGY                                  | R | 3 | BIOLOGY  | A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly.   |
| BIOL 491  | SCIENCE IN THE PUBLIC<br>DOMAIN                           | F | 3 | BIOLOGY  | Students will design and implement science projects that demonstrate a basic scientific concept for elementary school students in an after school program. Students explore methods of pedagogy and the role of outreach and community service learning in communicating science. Tasks include practice grant-writing, hypothesis testing and assessment.  |
| BUSN 361  | INTRODUCTION TO<br>INTERNATIONAL<br>BUSINESS              | R | 3 | BUSINESS | An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include forward currency markets, foreign direct investment, negotiation, international distribution, etc.   |
| BUSN 370  | GEOSPATIAL<br>INFORMATION SYSTEMS<br>FOR<br>ORGANIZATIONS | R | 3 | BUSINESS | An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.     |
| BUSN 377  | NEGOTIATION IN A<br>GLOBAL BUSINESS<br>ENVIRONMENT        | R | 3 | BUSINESS | In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components. |

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power.

CHEM 101 CHEMISTRY AND SOCIETY R 3 CHEMISTRY

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research.

CHEM 103 DNA SCIENCE AND TECHNOLOGY R 3 CHEMISTRY

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in CHEM 101 (above); however, this course includes a laboratory that will satisfy the general education requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. Spring semester.

CHEM 111 CHEMISTRY AND SOCIETY W/LAB R 3 CHEMISTRY

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork.

CHEM 355 ENVIRONMENTAL CHEMISTRY F 3 CHEMISTRY

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| COMM<br>380  | INTERNATIONAL MEDIA           | R | 3 | COMMUNICATIONS<br>STUDIES | This course examines media systems, uses, and social impact around the world, with an emphasis on trans-national comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world.   |
| COMM<br>432  | FILM AND CULTURAL<br>POLITICS | R | 3 | COMMUNICATIONS<br>STUDIES | This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes a focus on historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others.  |
| COMM<br>432W | FILM AND CULTURAL<br>POLITICS | R | 3 | COMMUNICATIONS<br>STUDIES | This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes a focus on historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others.  |
| COMM<br>445  | GENDER<br>COMMUNICATION       | R | 3 | COMMUNICATIONS<br>STUDIES | This course provides an overview of the relevant research on gender issues and the construction of gender through mediated forms. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. It is recommended that students complete COMM 101 and COMM 130 before enrolling in this course. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes. |
| COMM<br>445W | GENDER<br>COMMUNICATION       | R | 3 | COMMUNICATIONS<br>STUDIES | This course provides an overview of the relevant research on gender issues and the construction of gender through mediated forms. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. It is recommended that students complete COMM 101 and COMM 130 before enrolling in this course.  |

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| COMM 475  | INTERCULTURAL COMMUNICATION                  | R | 3 | COMMUNICATIONS STUDIES | This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, language, , interethnic/intergroup communication, identity and adaptation. Students will enhance flexibility with such encounters. It is recommended that students complete COMM 300 before enrolling in this course. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes |
| COMM 475W | INTERCULTURAL COMMUNICATION                  | R | 3 | COMMUNICATIONS STUDIES | This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, language, , interethnic/intergroup communication, identity and adaptation. Students will enhance flexibility with such encounters. It is recommended that students complete COMM 300 before enrolling in this course.   |
| ECON 101  | PRINCIPLES OF MICROECONOMICS                 | R | 3 | BUSINESS ECONOMICS     | An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, an introduction to market structure, and the workings of input markets.   |
| ECON 102  | PRINCIPLES OF MACROECONOMICS                 | R | 3 | BUSINESS ECONOMICS     | The study of the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy.   |
| ECON 201  | INTERMEDIATE MICROECONOMICS                  | R | 3 | BUSINESS ECONOMICS     | The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory, including its use in evaluating and forming public policy.  |
| ECON 202  | INTERMEDIATE MACROECONOMICS                  | R | 3 | BUSINESS ECONOMICS     | Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy.   |
| ECON 304  | URBAN ECONOMICS                              | R | 3 | BUSINESS ECONOMICS     | The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area.  |
| ECON 308  | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS | F | 3 | BUSINESS ECONOMICS     | 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.  |

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| ECON 322 | LABOR ECONOMICS                       | R | 3  | BUSINESS ECONOMICS   | An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation.  |
| ECON 324 | INDUSTRIAL ORGANIZATIONS              | R | 3  | BUSINESS ECONOMICS   | Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers, and rivalry among current competitors. Develops competitive strategies in various industrial environments. |
| ECON 333 | INTERNATIONAL ECONOMICS               | R | 3  | BUSINESS ECONOMICS   | The theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy.   |
| ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA | R | 3  | BUSINESS ECONOMICS   | An analysis of the determinants of economic development and growth in Third World countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade, and economic planning.                              |
| ECON 337 | ECONOMIC DEVELOPMENT OF ASIA          | R | 3  | BUSINESS ECONOMICS   | 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.   |
| EDRC 165 | LEAVE NO TRACE                        | F | .5 | EDUCATION RECREATION | N/A  |

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| EDSP<br>389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY | R | 3 | SPECIAL EDUCATION      | This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Course requires site visitations to five different types of settings serving individuals with special needs. |
| EDUC<br>381C | MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY  | R | 3 | LEARNING & TEACHING    | This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will also be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning is required.  |
| ELEC 320     | PRINCIPLES OF ELECTRICAL POWER                                   | R | 3 | ELECTRICAL ENGINEERING | Fundamentals of electrical power circuits and devices; electromechanical energy conversion; theory and analysis of magnetic circuits and transformers; theory and analysis of DC and AC electric machines including steady-state and dynamic characteristics.   |
| ENGL 358     | UNITED STATES ETHNIC LITERATURE                                  | R | 3 | ENGLISH                | Studies in African-American, Asian-American/Pacific Islander, Chicano/Latino, and Native-American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context. May be repeated when topic changes.  |
| ENGL 374     | GENDER AND LITERATURE  | R | 3 | ENGLISH                | Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons. May be repeated when topic changes.   |

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course satisfies the core curriculum requirement for a physical science course without a laboratory. Every semester.

ENVI 104 NATURAL DISASTERS F 3 ENVIRONMENTAL STUDIES

This laboratory course will introduce students to skills and methods used to study natural disasters. Students will learn to identify rocks and minerals, employ map skills to study faults, volcanoes, coastal erosion, flooding, and other natural hazards, and interpret meteorological data. Natural hazards in San Diego will be examined through local field trips.

ENVI 104L NATURAL DISASTERS LAB F 1 ENVIRONMENTAL STUDIES

Lecture and field investigations of geographic and geological processes. The objective of this course is to give students a comprehensive overview of the earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, and hydrosphere. Three hours of lecture and one laboratory per week and some field experience, which may include an overnight trip. Every semester.

ENVI 110 INTRODUCTION TO EARTH SYSTEMS F 4 ENVIRONMENTAL STUDIES

An introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the core curriculum requirement for a life science and for a laboratory course. This course will not satisfy the requirements of the marine science major. Three hours of lecture and one laboratory per week. Every semester.

ENVI 121 LIFE IN THE OCEAN F 4 ENVIRONMENTAL STUDIES

An introduction to the earth's climate system and the science of climate change. The course will first cover the following topics: introduction to earth-system science and the components of the climate system; atmospheric composition, energy balance, and circulation; the hydrologic cycle; methods to collect climate data; natural climate change in the geologic past and 20th century warming. With this foundation students will examine the scientific basis of anthropogenic global warming and the potential impacts of future climate change.

ENVI 170 THE SCIENCE OF CLIMATE CHANGE F 3 ENVIRONMENTAL STUDIES

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| ENVI 294 | SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE          | F | 2-4 | ENVIRONMENTAL STUDIES | Topics of special interest and/or unique opportunity at the Lower-Division Level.  |
| ENVI 300 | ENVIRONMENTAL ISSUES                             | F | 3   | ENVIRONMENTAL STUDIES | This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. Three hours of lecture per week. Fall semester.  |
| ENVI 305 | ENVIRONMENTAL ASSESSMENT PRACTICES               | F | 3   | ENVIRONMENTAL STUDIES | An interdisciplinary approach to environmental decision making. An introduction to the law relative to environmental impact reports, their contents and development. Three hours of lecture per week. Fall semester.   |
| ENVI 313 | GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS | F | 3   | ENVIRONMENTAL STUDIES | An introduction to geographic, or geospatial, information systems (GIS) applied to business/organizational decision-making applications. The course includes conceptual knowledge that underlies the spatial dimensions of many decisions and hands-on use of desktop GIS software. Topics include concepts and techniques for managing, analyzing, visualizing, and disseminating spatial information. Application areas include entrepreneurship, marketing, real estate, planning, public safety, transportation, economic development, and international issues. |
| ENVI 314 | INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS   | F | 4   | ENVIRONMENTAL STUDIES | Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Fall semester.  |
| ENVI 315 | GEOGRAPHIC INFORMATION SYSTEMS                   | F | 4   | ENVIRONMENTAL STUDIES | Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include: urban planning; land use classification; biomass analysis; crop monitoring; forest resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Spring semester.  |

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| ENVI 331W | COASTAL ENVIRONMENTAL SCIENCE  | F | 4 | ENVIRONMENTAL STUDIES | An interdisciplinary study of physical, chemical, and biological processes in the oceans with an emphasis on coastal environments. Topics include coastal oceanography, nutrient distribution and geochemical cycles, primary productivity, food webs and fisheries, and benthic habitats. This course examines the interactions between abiotic forces in the oceans and the organisms that live in a variety of habitats. Environmental issues will be connected to major scientific themes. Three hours of lecture and one laboratory per week.  |
| ENVI 355  | ENVIRONMENTAL CHEMISTRY        | F | 3 | ENVIRONMENTAL STUDIES | A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week.   |
| ENVI 364  | CONSERVATION BIOLOGY           | F | 4 | ENVIRONMENTAL STUDIES | This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three hours of lecture and one laboratory per week.  |
| ENVI 420  | INTRODUCTION TO REMOTE SENSING | F | 4 | ENVIRONMENTAL STUDIES | An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging, and methods of digital image processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. Three hours of lecture and one laboratory per week and some field trips.  |
| ENVI 485  | ENVIRONMENTAL GEOLOGY          | F | 4 | ENVIRONMENTAL STUDIES | This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required. |

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| ENVI 487  | SURFACE WATER HYDROLOGY                         | F | 4   | ENVIRONMENTAL STUDIES | A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California.   |
| ENVI 494  | SPECIAL TOPICS IN ENVIRONMENTAL STUDIES         | F | 2-4 | ENVIRONMENTAL STUDIES | Topics of special interest and/or unique opportunity.   |
| ENVI 495  | SENIOR SEMINAR IN ENVIRONMENTAL STUDIES         | F | 1   | ENVIRONMENTAL STUDIES | The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to, and required of, all senior students majoring in environmental studies.  |
| ENVI 496  | ENVIRONMENTAL STUDIES RESEARCH                  | F | 1-3 | ENVIRONMENTAL STUDIES | Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Marine Science and Environmental Studies.   |
| ENVI 497  | ENVIRONMENTAL STUDIES LAB ASSISTANT (UNDERGRAD) | F | 1   | ENVIRONMENTAL STUDIES | Assist laboratory instructor in all aspects of an Environmental Studies laboratory.   |
| ENVI 498  | ENVIRONMENTAL STUDIES INTERNSHIP                | F | 1-3 | ENVIRONMENTAL STUDIES | Experience in the practical and experimental application of environmental studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as state parks, government agencies, research facilities, or environmental industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. The department internship coordinator should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the instructor or the chair of Marine Science and Environmental Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Pass/fail only. Every semester. |
| ENVI 499  | ENVIRONMENTAL STUDIES INDEPENDENT STUDY         | F | 1-2 | ENVIRONMENTAL STUDIES | 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.   |
| ETHN 100D | INTRO TO ETHNIC STUDIES                         | R | 3   | ETHNIC STUDIES        | A course that introduces students to the interdisciplinary field of Ethnic Studies. Using a comparative and historical perspective, students will examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed.  |

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| ETHN<br>220D | INTRODUCTION TO<br>AFRICAN-AMERICAN<br>STUDIES | R | 3 | ETHNIC STUDIES | A survey course on the interdisciplinary field of African-American Studies. Students will learn basics of African-American history and culture in order to understand contemporary problems and conditions facing African-Americans.  |
| ETHN<br>230D | INTRODUCTION TO<br>AMERICAN INDIAN<br>STUDIES  | R | 3 | ETHNIC STUDIES | This course introduces students to the field of American Indian Studies. Students engage scholarly work, film, popular press texts, and attend community events to learn about American Indian people and the current and historical forces that shape modern-day realities for American Indians.   |
| ETHN<br>240D | INTRODUCTION TO<br>CHICANO/LATINO<br>STUDIES   | R | 3 | ETHNIC STUDIES | This course is an introductory survey of the field of Chicano/Latino Studies. Emphasis is placed on the historical development of the Chicano/Latino people including their Mesoamerican roots, cultural identification, political activities, and their contemporary roles and influence in United States culture, society and economy.  |
| ETHN<br>250D | INTRODUCTION TO<br>ASIAN AMERICAN<br>STUDIES   | R | 3 | ETHNIC STUDIES | A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, racial formation, and cultural production.  |
| ETHN<br>321C | AFRICAN AMERICAN<br>PANETHNICITY               | R | 3 | ETHNIC STUDIES | Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African-American communities and identities have historically been panethnic, comprised of individuals from various ethnic groups and migration histories complete with different languages, traditions, religions, and cultures. This course examines the intra-racial dynamics of African-American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events. |

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| ETHN 323 | AFRICAN AMERICAN MUSIC AND CULTURE | R | 3 | ETHNIC STUDIES | <p>This course provides a historically grounded investigation of African-American music and culture with specific emphasis on the United States and African Diaspora in the Americas. Topics of study may include an overview of the study of African-American music; problems in defining, theorizing, and talking about black music; black music and the cultural politics of race, class, and gender; and exploration of the various musical genres and styles (i.e. spirituals, gospel, blues, “art” music, jazz, and hip hop) that impact other aspects of African-American expressive culture — art, religion/spirituality, aesthetics, and worldview.</p> |
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| ETHN 331 | GENDER IN NATIVE AMERICA | R | 3 | ETHNIC STUDIES | <p>This course examines gender as a social institution and its implications at both the micro (personal) and macro (societal) levels. Social, political, and historical implications for the intersections of racialized, classed, and gendered identities will be critiqued. Special attention will be paid to gender and traditional indigenous cultures and how gender relations and formations change within a colonial (historic and contemporary) U.S. context.</p> |
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| ETHN 332 | AMERICAN INDIAN HEALTH AND SPIRITUALITY | F | 3 | ETHNIC STUDIES | <p>This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of sound wound are especially important analytical tools. Students in this course will ask and answer the following question: how do culture, history, and social problems influence one’s health and spirituality? Students will study the influence of the social institutions of education, religion, and the economy as indigenous peoples continue to shape the meaning of wellness in their lives. Varying traditions of healing will be examined, including the role of sacred foods in healing processes.</p> |
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| ETHN 343 | CHICANO/LATINO STUDIES | R | 3 | ETHNIC STUDIES | <p>This is a survey course of the Chicano/Latino experience(s) in the United States. It examines how racial and ethnic identity is shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform cultures and communities.</p> |
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| ETHN 355 | ASIAN AMERICAN SOCIAL MOVEMENTS | R | 3 | ETHNIC STUDIES | <p>This course examines Asian American social movements from the 19th century to the present. Students will learn about the theories and practices that shaped Asian American activism and community organizing.</p> |
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| ETHN 360  | RACE, RELIGION AND SOCIAL JUSTICE                         | F | 3 | ETHNIC STUDIES     | This course examines the relationship between issues of social justice, race, and the role of religion (the sacred) in guiding us toward a more just and humane society.  |
| ETHN 361  | IMMIGRATION AT US-MEXICO BORDER: ETHNICITY, RACE & GENDER | R | 3 | ETHNIC STUDIES     | In this course we will look at the United States-Mexico border as a scenario for emerging and contested ethnic, racial and gender identities. Drawing on the experiences of the distinct ethnic and racial groups that came to inhabit the area -- namely Native Americans, Spaniards, Mexicans, Anglo Americans, AfricanAmericans and Asians.  |
| ETHN 363  | RACE AND U.S. SOCIAL MOVEMENTS                            | R | 3 | ETHNIC STUDIES     | This course examines the relationship between race and social movements in the United States. Students will learn about how communities of color have organized grassroots movements for social, economic, and political equity.  |
| ETHN 364  | RACE, CLASS AND GENDER                                    | R | 3 | ETHNIC STUDIES     | This course examines the intersectionality of race, class, gender, and sexuality. Students will learn how communities of color are structured by these categories of difference and how they have generated expansive identities, cultures, and epistemologies from them.   |
| ETHN 365  | U.S. WOMEN OF COLOR THEORY AND ACTIVISM                   | R | 3 | ETHNIC STUDIES     | This interdisciplinary course traces the development of US Women of Color feminist theory and its impact on contemporary grassroots activism and social movements   |
| ETLW 302D | BUSINESS AND SOCIETY                                      | R | 3 | ETHICS AND THE LAW | This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills.   |
| ETLW 313  | INTERNATIONAL BUSINESS LAW AND ETHICS                     | R | 3 | ETHICS AND THE LAW | Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the international legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.   |
| ETLW 403  | ENVIRONMENTAL MANAGEMENT                                  | F | 3 | ETHICS AND THE LAW | 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? |

This course provides students with a basic understanding of how race and ethnicity have influenced American society from the colonial period to the present. Students will be exposed to a variety of topics and historical events that will help explain how and why Americans' attitudes about racial and ethnic differences changed over time. They also will look at how these attitudes have affected the nation's major immigrant and racial minority populations. Finally, the course will examine how ideas and attitudes about race affected major societal institutions and social policies in the United States.

HIST 125D RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE R 3 HISTORY

This course explores the impact of historical events on the lives of American women and the varied roles women played in the shaping of American history. Topics include: witchcraft in New England; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women's political activities including the antislavery movement, the suffrage movement, the 19th Amendment, and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns, and leisure activities.

HIST 126D AMERICAN WOMEN IN HISTORY R 3 HISTORY

This course looks at the way in which race, gender, nationality, language, religious belief, and/or aesthetic values have shaped societies and peoples in the past. Topics may include "Magic in the Middle Ages," "History of American Food," and "Victorian Women," among others.

HIST 230 TOPICS IN THE HISTORY OF CULTURE AND IDENTITY R 3 HISTORY

In this course, students study individual cities at unique moments in their historical development. Themes include the impact of the built environment on human experience, architecture as an expression of power, and the relationship between physical space and the development of community. Topics may include "Fin de Siècle Vienna" and "History of the American City," among others.

HIST 240 TOPICS IN URBAN HISTORY R 3 HISTORY

This course will explore the various facets of the development of technology ranging from tool making among hunter-gatherers to the biotechnological revolution of the 21st century. Students will examine ongoing processes of human innovation and their impact on the individual and society. Topics may include "Science, Technology, and Medicine in the Pre-Modern Era," "The Industrial Revolutions," "History of the Brain," and "The Biotechnological Revolution."

HIST 260 TOPICS IN THE HISTORY OF SCIENCE, TECHNOLOGY AND MEDICINE F 3 HISTORY

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| HIST 308 | HISTORICAL<br>ARCHAEOLOGY  | R | 3 | HISTORY | This course will introduce method and theory in historic sites archeology; historic preservation law; and cultural resources management. It will include a discussion of field and laboratory methods; classification and analyses of material culture; and data presentation methods. Field trips to local historical sites will be included.  |
| HIST 370 | AMERICAN<br>ENVIRONMENTAL<br>HISTORY                             | F | 3 | HISTORY | This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies, and the cultural meanings that Americans have given to nature.   |
| HIST 372 | UNITED STATES-EAST<br>ASIA RELATIONS                             | R | 3 | HISTORY | This course explores the development of relations between the United States and East Asian countries (primarily China, Japan and Korea) since the mid-19th century. It examines the economic, social, cultural, and political forces on both sides of the Pacific that have helped to shape the history of their mutual relations. Major topics include the U.S. participation in China's international treaty system in the 19th century, the American role in 'opening' Japan and efforts at establishing a new order in the Pacific, the triangular relations among the U.S., Japan, and China during World War II, American involvement in Korea and Vietnam, and contemporary U.S.-East Asian relations. |
| HIST 373 | ARMED CONFLICT IN<br>AMERICAN SOCIETY                            | R | 3 | HISTORY | This course explores armed conflict and its effects on U.S. society by examining the nature, course, and consequences of wars the United States has fought from the American Revolution to the present. Three themes are emphasized: the effects of war on the individual, the intended and unintended consequences of armed conflict both at home and abroad, and the changing nature of warfare, of the U.S. armed forces, and of the United States itself.   |
| HIST 378 | TOPICS IN UNITED<br>STATES INTELLECTUAL<br>AND SOCIAL<br>HISTORY | R | 3 | HISTORY | Topics may include ideas and movements that are part of the intellectual or social history of the United States, such as liberalism, conservatism, sectionalism, slavery, communications, architecture, labor, immigration, feminism, and progressive reform. May be repeated for credit when topic changes.  |

This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming “frontiers;” the railroad and populism; World War II and the growth of the urban west; the historical experience of workers, women, and Mexican-, Asian-, Native-, and African-Americans; environmental issues such as conservation, preservation, the dust bowl, and water politics; and representations of the West in popular culture.

HIST 380 HISTORY OF THE AMERICAN WEST F 3 HISTORY

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: Pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

HIST 381 AMERICAN INDIAN HISTORY R 3 HISTORY

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the U.S.-Mexican War. At that point, the class will shift its focus to the United States and discuss westward expansion, Anglo-Mexican conflict in states such as Texas, New Mexico, and California, and the formation of Mexican-American culture. The class will conclude by examining the origins of Chicano nationalism, the rise of the farm workers’ movement, and the cultural and economic impact of Mexican immigration. At appropriate points throughout the semester, the class will discuss gender relations, the role of religion, and the formation of popular culture to understand how Mexican culture developed in various parts of the United States.

HIST 383 CHICANO HISTORY R 3 HISTORY

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| HIST 389 | HISTORY OF CALIFORNIA  | F | 3 | HISTORY            | Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, indigenous culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. |
| LEAD 162 | OUTDOOR LEADERSHIP   | F | 3 | LEADERSHIP STUDIES | This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required).   |
| LEAD 349 | WOMEN IN LEADERSHIP  | R | 3 | LEADERSHIP STUDIES | This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.  |
| LEAD 351 | LEADERSHIP FOR CHANGE CAPSTONE                                 | R | 3 | LEADERSHIP STUDIES | This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts. Students will explore leadership for change on the interconnected levels of self, group, and system. They will engage in individual and group reflection to increase integrative learning and decrease blind spots. Additionally, students will solidify their personal philosophy of leadership and complete a group change project to affect the larger community. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.   |
| LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP | R | 3 | LEADERSHIP STUDIES | This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.  |

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

LEAD 354 LEADERSHIP AND DIVERSITY IN ORGANIZATIONS R 3 LEADERSHIP STUDIES

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

LEAD 357 LEADERSHIP AND THE PRACTICE OF PRESENCE R 3 LEADERSHIP STUDIES

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice.

LEAD 359 MODELS OF PARTICIPATORY LEADERSHIP R 3 LEADERSHIP STUDIES

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| LEAD 366 | COMMUNITY ENGAGEMENT                  | R | 1   | LEADERSHIP STUDIES               | This course combines student learning about leadership with a semesterlong community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community. |
| MARS 101 | PHYSICAL ASPECTS OF THE OCEAN         | F | 3   | ENVIRONMENTAL AND OCEAN SCIENCES | The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will satisfy the core curriculum requirement for a physical science and, when a laboratory is offered as a part of the course, for a core curriculum laboratory course, but will not satisfy the requirements of the marine science major without the consent of the chair of marine science and environmental studies. Two lectures and one laboratory or field experience per week; may be taught without laboratory. Every semester.                              |
| MARS 220 | INTRODUCTION TO PHYSICAL OCEANOGRAPHY | F | 4   | MARINE SCIENCE                   | The chemistry and physics of sea water, its circulation and physical properties; air-sea interactions; tides; currents; waves; and shoreline processes. This course is intended for students majoring or minoring in marine science or minoring in environmental studies.  |
| MARS 294 | SPECIAL TOPICS IN MARINE SCIENCE      | F | 2-4 | ENVIRONMENTAL AND OCEAN SCIENCES | Topics of special interest and/or unique opportunity at the Lower-Division Level.  |
| MARS 300 | MARINE ENVIRONMENT                    | F | 3   | ENVIRONMENTAL AND OCEAN SCIENCES | A study of how humans threaten the stability of our oceans. Topics include ocean-climate interactions, marine pollution, utilization of marine resources, and marine conservation. Students participate in at least one weekend community service project.   |
| MARS 450 | GEOLOGICAL OCEANOGRAPHY               | F | 4   | ENVIRONMENTAL AND OCEAN SCIENCES | The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics, sedimentation processes in the oceans, and paleoceanography. Three lectures and one laboratory per week; some weekend field trips may be required.   |

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| MARS 451W | BIOLOGICAL OCEANOGRAPHY  | F | 4 | ENVIRONMENTAL AND OCEAN SCIENCES | An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three hours of lecture and one laboratory per week. Fall semester.  |
| MARS 452  | MARINE GEOCHEMISTRY      | F | 3 | ENVIRONMENTAL AND OCEAN SCIENCES | This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes in the ocean reservoir, such as trace metal and carbonate equilibrium concluding with an assessment of sediment redox chemistry and diagenesis.  |
| MARS 462  | BIOLOGY OF FISHES        | F | 4 | ENVIRONMENTAL AND OCEAN SCIENCES | This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography  |
| MARS 464  | MARINE COMMUNITY ECOLOGY | F | 4 | ENVIRONMENTAL AND OCEAN SCIENCES | This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods, and expose students to the diversity of coastal marine environments in the san diego area. Students will read and discuss classic marine ecology papers, and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semester-long research project. |
| MARS 473  | CLIMATOLOGY              | F | 4 | ENVIRONMENTAL AND OCEAN SCIENCES | A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data, and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation, and climates in different regions of the world.   |

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| MARS 474  | HISTORY OF THE EARTH AND CLIMATE            | F | 3   | ENVIRONMENTAL AND OCEAN SCIENCES | A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data, and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation, and climates in different regions of the world.                          |
| MARS 474L | HISTORY OF THE EARTH AND CLIMATE LABORATORY | F | 1   | ENVIRONMENTAL AND OCEAN SCIENCES | A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; correlation and sequence stratigraphy; d) radiometric dating, and e) isotopic proxies of climate.  |
| MARS 493  | METHODS IN MARINE SCIENCE                   | F | 1-3 | ENVIRONMENTAL AND OCEAN SCIENCES | Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the chair of marine science and environmental studies. |
| MARS 494  | SPECIAL TOPICS IN MARINE SCIENCE            | F | 2-4 | ENVIRONMENTAL AND OCEAN SCIENCES | Topics of special interest and/or unique opportunity.  |
| MARS 495  | SENIOR SEMINAR IN MARINE SCIENCE            | F | 1   | ENVIRONMENTAL AND OCEAN SCIENCES | The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest with emphasis from the student's pathway. Enrollment for credit is limited to, and required of, all senior students majoring in marine science.   |
| MARS 496  | RESEARCH IN MARINE SCIENCE                  | F | 1-3 | ENVIRONMENTAL AND OCEAN SCIENCES | Students develop and/or assist in research projects in various fields of marine science under the supervision of a faculty member in Marine Science and Environmental Studies.   |
| MARS 499  | MARINE SCIENCE INDEPENDENT STUDY            | F | 1-2 | ENVIRONMENTAL AND OCEAN SCIENCES | Independent study designed for individual student needs.   |
| MENG 410  | ALTERNATIVE ENERGY SYSTEMS                  | F | 3   | MECHANICAL ENGINEERING           | Thermodynamics of traditional fossil fuels and bio fuel combustion. Analysis of solar, wind, wave, and tidal power systems. Introduction to fuel cells and advanced battery technology. Discussion of the current technological limitation of each topic listed above. Three hours of lecture weekly.  |

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| MENG<br>492 | SENIOR DESIGN PROJECT<br>II                       | R | 3 | MECHANICAL<br>ENGINEERING | Mechanical engineering capstone design experience in a simulated industrial environment. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. Two-hour lecture-recitation and one three-hour laboratory weekly. Spring semester.   |
| MGMT<br>301 | ORGANIZATIONAL<br>THEORY AND GLOBAL<br>LEADERSHIP | R | 3 | MANAGEMENT                | In today's global environment successful business leaders must understand theories of organizational design, structure, development, and effectiveness both domestically and abroad. Topics in this macro-oriented course include a number of international and contemporary management issues, including limitations in traditional views of leadership and the need for a more comprehensive view of how leadership works in organizations throughout the world. The relationship of leadership to culture and gender in organizations is explored, and practical leadership skills crucial to organizational effectiveness in a global business environment are integrated into the course through experiential learning exercises and interactive simulations. |
| MGMT<br>309 | INTERNATIONAL<br>COMPARATIVE<br>MANAGEMENT        | R | 3 | MANAGEMENT                | 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.   |
| MGMT<br>312 | GLOBAL SOCIAL<br>ENTREPRENEURSHIP                 | R | 3 | MANAGEMENT                | Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems.  |
| MKTG<br>300 | FUNDAMENTALS OF<br>MARKETING                      | R | 3 | MARKETING                 | The objective of this course is to introduce students to the important issues undertaken by marketers within a socially responsible and ethical framework. The students will learn the marketing vocabulary and basic elements of a marketing analysis. Upon completion of the course they will have developed the knowledge necessary to prepare a well-thought-out marketing plans.  |
| MKTG<br>305 | GLOBAL MARKETING                                  | R | 3 | MARKETING                 | The purpose of this course is to provide an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication   |

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| MKTG<br>420 | CONSUMER BEHAVIOR   | R | 3 | MARKETING | <p>This course explores how consumers process information and make decisions. Influence factors, such as attitudes, learning, personality, culture, motivation, perception, and reference groups on consumer decision making are examined. The emphasis is on understanding the decision-making process and its application to the development of sound marketing strategy.</p>  |
| MKTG<br>430 | PUBLIC POLICY AND MARKETING: THE BROADER ROLE OF MARKETING IN SOCIETY | R | 3 | MARKETING | <p>This course examines the broader role of marketing in society and investigates responsibilities of marketers to key constituents including customers, employees, shareholders, suppliers, and the community. Built on a firm foundation of ethics, topics include government regulation of marketing policies and practices, consumer protection and welfare as well as many provocative contemporary issues.</p>   |
| MUSC 130    | MUSIC IN SOCIETY  | R | 3 | MUSIC     | <p>An introduction to musical terminology, followed by a survey of classical music from the Middle Ages to the present, focusing on the social, political, and religious function of music in its society. Reading, writing, listening, and concert visits required. This course fulfills the core curriculum requirement for Fine Arts.</p>   |
| MUSC 140    | MUSIC IN WORLD CULTURES   | R | 3 | MUSIC     | <p>This course explores music as an aspect of human culture focusing on selected non-Western music styles from Asia, Africa, and the Americas. It examines broad historical, cultural, and social contexts of music and contributes to cross-cultural understanding. Students study local, regional, national and global values of music; become familiar with traditional, religious, folk, art, and popular musical styles of several countries; and acquire active listening skills and a mastery of music terms. They examine the roles of the media, politics, religion, gender, and popular trends on expressive culture, and explore the interdisciplinary nature of music and the connections between the arts and human values.</p> |
| MUSC 340    | TOPICS IN WORLD MUSIC   | R | 3 | MUSIC     | <p>This course explores the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, religion, aesthetics, border crossings, gender, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.</p>   |

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| MUSC 424  | ART AND THE<br>SOUNDSCAPE     | R | 3 | MUSIC      | Artistic and scholarly investigation into the soundscape — the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation.   |
| MUSC 440W | TOPICS IN<br>ENTHOMUSICOLOGY  | R | 3 | MUSIC      | This course explores and applies the current issues within the field of Ethnomusicology, and may include critical examinations of the field itself, theoretical approaches toward world musics, or conceptual areas—identity, cultural politics, religion, class, race, gender, exoticism, hybridity—in contexts both local and global. Issues within the field are examined in depth through readings, listenings, discussions, and live performances.   |
| PHIL 111  | PHILOSOPHY OF HUMAN<br>NATURE | R | 3 | PHILOSOPHY | This introductory course surveys various approaches to human nature. The course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, race and gender issues, the relation between the individual and society, and non-Western views of human nature.  |
| PHIL 114  | PHILOSOPHY AND<br>TECHNOLOGY  | R | 3 | PHILOSOPHY | Technology is the art of rational problem solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is “alternative technology” an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources. |
| PHIL 321  | SOCIAL ETHICS                 | F | 3 | PHILOSOPHY | A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.   |
| PHIL 330  | ETHICS                        | R | 3 | PHILOSOPHY | A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.   |
| PHIL 331  | BIOMEDICAL ETHICS             | F | 3 | PHILOSOPHY | 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.   |

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

PHIL 332 BUSINESS ETHICS R 3 PHILOSOPHY

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system; the moral responsibilities of lawyers within corporations and government; the conflict between personal ethics and obligations to clientele; and whether legal education involves a social conditioning process with its own implicit value system.

PHIL 333 LEGAL ETHICS R 3 PHILOSOPHY

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights; endangered species; pesticides and pollution; energy technologies; depletion of resources; and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

PHIL 338 ENVIRONMENTAL ETHICS F 3 PHILOSOPHY

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as nonviolent alternatives to armed conflict? Other topics might include terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

PHIL 340 ETHICS OF WAR AND PEACE R 3 PHILOSOPHY

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, "whistle-blowing," defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

PHIL 342 ENGINEERING ETHICS R 3 PHILOSOPHY

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| PHIL 343 | GENDER AND ECONOMIC JUSTICE   | R | 3 | PHILOSOPHY | Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences, and to improve the economic status of women — such as affirmative action — raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.   |
| PHIL 344 | ENVIRONMENTAL JUSTICE         | F | 3 | PHILOSOPHY | An exploration of social justice in an environmental context, including considerations of distributive, participatory, and procedural justice. Topics may include civil rights and the environmental justice movement, rights of indigenous peoples, environmentalism, economic and development conflicts between the global north and south, toxic and hazardous waste and pollution, worker safety, environmental racism, environmental classism, sustainability, and the protection of nature. Consideration of the pertinent obligations of individuals, social groups, businesses, and governments. |
| PHIL 411 | PHILOSOPHY OF KNOWLEDGE       | R | 3 | PHILOSOPHY | An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g. internalism and externalism, and naturalized epistemology. Spring semester.   |
| PHIL 415 | PHILOSOPHY OF NATURAL SCIENCE | F | 3 | PHILOSOPHY | The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.  |
| PHIL 483 | PHILOSOPHY OF SOCIAL SCIENCES | R | 3 | PHILOSOPHY | 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.   |

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| PHYS 101  | PHYSICS AND SOCIETY                       | R | 3 | PHYSICS                 | A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include: alternatives for energy production and conservation; radiation, its effect and applications; and ethical decisions in the application of new scientific discoveries. Weekly lectures include demonstrations and discussions.  |
| PHYS 301  | ENERGY AND THE ENVIRONMENT                | F | 3 | PHYSICS                 | Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental consequences. It is suitable for students having completed lower division introductory physics.   |
| PJS 101   | INTRODUCTION TO PEACE AND JUSTICE STUDIES | R | 3 | PEACE & JUSTICE STUDIES | This course provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the links among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice.   |
| PJS 495W  | PEACE AND JUSTICE CAPSTONE                | R | 3 | PEACE & JUSTICE STUDIES | This course integrates the knowledge and skills students have acquired through coursework and experience. The course also provides a foundation for possible future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a research project or paper designed to illuminate the dynamics of domestic and international peace, sustainability, cooperation, and justice. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice. |
| POLS 170  | INTRODUCTION TO INTERNATIONAL RELATIONS   | R | 3 | POLITICAL SCIENCE       | This course examines major theoretical approaches in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, economic development, human rights, and the environment as they affect international politics.  |
| POLS 307  | POLITICS AND RELIGION                     | R | 3 | POLITICAL SCIENCE       | This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.   |
| POLS 309D | SEX, POWER AND POLITICS                   | R | 3 | POLITICAL SCIENCE       | This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include: gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.   |

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| POLS 317D | URBAN POLITICS                               | R | 3 | POLITICAL SCIENCE | This course is designed to introduce students to the major debates that have structured the field of urban politics: interaction among governmental institutions; political actors; private interests; and the marketplace. Other issues such as urban regimes, urban political history, suburbanization, urban growth and renewal, race, class, and gender are examined throughout the course.                               |
| POLS 329  | LAW OF THE SEA                               | F | 3 | POLITICAL SCIENCE | This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations. Cross-listed as MARS 329.  |
| POLS 342  | PUBLIC POLICY                                | R | 3 | POLITICAL SCIENCE | This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.   |
| POLS 349  | POLITICS AND THE ENVIRONMENT                 | F | 3 | POLITICAL SCIENCE | This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental issues, and consider the historical and theoretical bases of current environmental policies and initiatives.   |
| POLS 352  | COMPARATIVE POLITICS OF DEVELOPING COUNTRIES | R | 3 | POLITICAL SCIENCE | This course examines concepts and theories of development and assesses their utility in understanding political, economic, and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building; the bureaucracy; civil-military relations; national identity; economic development; and democratization.  |
| POLS 366  | POLITICS IN MEXICO                           | R | 3 | POLITICAL SCIENCE | This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture and competition.   |
| POLS 371  | AMERICAN FOREIGN POLICY                      | R | 3 | POLITICAL SCIENCE | This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the 21st century. Students examine the historical legacy and internal and external constraints on foreign policy decision making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy. |
| POLS 374  | U.S.-LATIN AMERICAN RELATIONS                | R | 3 | POLITICAL SCIENCE | This course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.  |
| POLS 376  | U.S. NATIONAL SECURITY                       | R | 3 | POLITICAL SCIENCE | This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.  |

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| POLS 377  | REGIONAL SECURITY                                   | R | 3 | POLITICAL SCIENCE | This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.   |
| POLS 382  | INTERNATIONAL HUMAN RIGHTS                          | R | 3 | POLITICAL SCIENCE | This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.   |
| PSYC 322  | SOCIAL PSYCHOLOGY                                   | R | 3 | PSYCHOLOGY        | The study of how people think about, relate to, and are influenced by others. Topics include: group behavior; socialization; social interaction; attitude change; affiliation; aggression; altruism; person perception; and the role of psychological factors in social problems.   |
| PSYC 324D | CROSS-CULTURAL PSYCHOLOGY                           | R | 3 | PSYCHOLOGY        | An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cognition, personality, emotion, development, group dynamics, mental and physical health, and language.  |
| PSYC 330  | PSYCHOLOGY OF GENDER                                | R | 3 | PSYCHOLOGY        | This course involved an overview of psychological research and theory concerning differences and similarities between women and men in the areas of in cognition, attitudes, personality, and social behavior and the causes of those differences. There is an emphasis on topics such as stereotypes, sexism, aggression, close relationships, leadership, and the workplace.  |
| PSYC 344  | ANIMAL BEHAVIOR:COMPARATIVE PSYCHOLOGY AND ETHOLOGY | R | 3 | PSYCHOLOGY        | Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed.   |
| PSYC 359D | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS        | R | 3 | PSYCHOLOGY        | Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian American health practices is also described. |
| SOCI 101D | INTRODUCTION TO SOCIOLOGY                           | R | 3 | SOCIOLOGY         | This course is required for the Sociology major and introduces students to basic concepts of sociology: groups, race and ethnicity, class, gender, nation, citizenship, status, role, society, behavior patterns, and social institutions. The approach is broadly comparative, historical, and global in orientation and focus, with an emphasis on the U.S. Particular attention is paid to issues of power, inequality, war, peace, social change, and social justice. Offered every semester.   |

This is a social problems course that critically examines issues of power, difference and inequality, utilizing comparative, historical, global and other critical perspectives. In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. Topics covered include stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. The course will consider these issues in local, regional and global contexts, with an orientation towards social justice. This course is open to both majors and nonmajors for fulfillment of the Core Curriculum requirements.

SOCI 210D SOCIAL JUSTICE F 3 SOCIOLOGY

This introductory-level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms.

SOCI 240D CRIME AND INEQUALITY R 3 SOCIOLOGY

This course provides a dynamic broad introduction to the study of law as a social institution, in the context of larger questions of inequality and social justice.

SOCI 270 LAW AND SOCIAL JUSTICE R 3 SOCIOLOGY

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context. Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

SOCI 310 US SOCIETY R 3 SOCIOLOGY

This course explores how gender organizes our society. It focuses on how specific institutions affect individual agency; for example, how do the media, corporate industries, and professional organizations differently influence the social construction of femininity and masculinity? What processes of social activism and resistance do individuals engage to challenge such pressures? Analyses also focus on how conceptions of biological determinism affect behavior. Finally, the intersections of race, class, and sexual diversity among men and women are investigated as they relate to social phenomena such as production, reproduction, identity, and social change.

SOCI 312D GENDER THROUGH THE PRISM OF DIFFERENCE R 3 SOCIOLOGY

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| SOCI 313D | SEXUALITIES                  | R | 3 | SOCIOLOGY | An analysis of the phenomenon of human sexuality from a sociological perspective. An understanding of the diversity of sexuality, development of sex roles, sexual orientation, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes. Topics will include such issues as sexual identity, socialization, social change, and social movements.  |
| SOCI 315  | HEALTH AND SOCIETY           | F | 3 | SOCIOLOGY | This course will provide students with an understanding of how social signifiers, such as race, gender, ethnicity, socioeconomic status, and age contribute to disparities in health across different places. Through case studies, students will be encouraged to examine the changing sociologies of health and illness in both a global and local context. Topics will include health care systems, HIV/AIDS, cancer, women's health, obesity, disability, mental health, and alcohol and tobacco. Throughout the course, special attention will be given to the role of medicalization in the transformation of certain human conditions into categories of health and illness. |
| SOCI 340  | URBAN SOCIOLOGY              | F | 3 | SOCIOLOGY | The goal of this course is to expose students to the array of topics that occupy the attention of contemporary urban scholars: political, economic, and cultural issues related to urban transformation, urban inequalities, urban design, urban consumption, urban sustainability, and urban security.   |
| SOCI 370D | RACE AND ETHNIC RELATIONS    | R | 3 | SOCIOLOGY | An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.  |
| SOCI 371  | INEQUALITY AND SOCIAL CHANGE | F | 3 | SOCIOLOGY | An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.   |
| SOCI 372  | POLITICS AND SOCIETY         | F | 3 | SOCIOLOGY | An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.  |
| SOCI 373  | SOCIAL INSTITUTIONS          | R | 3 | SOCIOLOGY | 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.  |

An examination of the short-lived, and often extraordinary, non institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem periodically to disturb the orderly flow of human societal life. Also examined will be the processes by which these “social aberrations” may become institutionalized as social movements or as part of a new and emerging sociocultural order.

SOCI 374 SOCIAL MOVEMENTS F 3 SOCIOLOGY

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people’s lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society

SOCI 410 SOCIAL CHANGE: GLOBAL PERSPECTIVES F 3 SOCIOLOGY

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community, and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues.

SOCI 412 COMMUNITY, CONSENSUS, AND COMMITMENT R 3 SOCIOLOGY

This course critically examines sexuality as a set of social and political statuses ascribed to individuals. The course interrogates the ways that laws seek to govern rights and privileges of the citizenry according to these statuses of sexuality, in addition to the ways norms and informal policies prohibit and prescribe individuals' self-expression. The course focuses on issues of crossing borders, both symbolic boundaries, such as norms of families and reproduction within the U.S., as well as passage across national borders for purposes such as marriage immigration, sex tourism, and human trafficking for the sex trade.

SOCI 470 SEXUALITY AND BORDERS R 3 SOCIOLOGY

Using a sociological perspective, this course explores how social power dynamics along racial, economic, and cultural lines are pertinent to understanding people’s disproportionate access to clean, safe, and productive environments, on the one hand, and their unequal exposure to environmental harms, on the other. Through the critical examination of contemporary case studies, students in this course will gain a greater appreciation of the social causes and consequences of environmental racism and inequality, as well as the efforts that are being taken by social groups engaged in political struggles for environmental justice.

SOCI 471 ENVIRONMENTAL INEQUALITY AND JUSTICE F 3 SOCIOLOGY

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| SOCI 498  | INTERNSHIP IN SOCIOLOGY     | R | 3 | SOCIOLOGY                            | 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.   |
| THEA 111  | THEATRE AND SOCIETY         | R | 3 | THEATRE ARTS AND PERFORMANCE STUDIES | This course studies theatre as an art form and examines the historical role of theatre in the world and its significance as a cultural force. It involves attending plays, designing projects and/or performing. Satisfies the core curriculum fine arts requirement.  |
| THEA 370  | PERFORMANCE STUDIES         | R | 3 | THEATRE ARTS AND PERFORMANCE STUDIES | This course focuses on the critical terms and practices of the contemporary study of performance. Several key terms and important genres of artistic and social performance will be engaged through an in-depth analysis of live and recorded performances as well as performance texts. The course will draw disciplinary methodologies from anthropology and ethnography in addition to employing concepts from literary and cultural theory. Projects combine written and performance elements to help students develop as scholar-practitioners. |
| THEA 375C | THEATRE AND COMMUNITY       | R | 3 | THEATRE ARTS AND PERFORMANCE STUDIES | This course focuses on the use of theatre and performance as a means of exploring social and political issues. Students will examine the skills needed to create theatre for and about specific communities and their concerns. It involves all levels of creation, including researching, interviewing, writing, and performing. When available and appropriate, students will be guided in establishing partnership building with community-based organizations. Crosslisted with community service-learning.                                      |
| THRS 110  | EXPLORING RELIGIOUS MEANING | R | 3 | THEOLOGY AND RELIGIOUS STUDIES       | A thematic and topical introduction to the study of religion. Drawing material from at least four religious traditions, including Christianity, this course considers a range of possible themes and topics such as symbol, ritual, mysticism, myth, material culture, gender, ethics, ecology, death and the afterlife, and contemplative practice.   |

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| THRS 112 | INTRODUCTION TO WORLD RELIGIONS            | R | 3 | THEOLOGY AND RELIGIOUS STUDIES | A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape cultures across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures. |
| THRS 334 | CHRISTIAN SOCIAL ETHICS                    | R | 3 | THEOLOGY AND RELIGIOUS STUDIES | A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition.  |
| THRS 335 | CATHOLIC SOCIAL THOUGHT                    | R | 3 | THEOLOGY AND RELIGIOUS STUDIES | A study of modern Catholic social teaching with a focus on major official Catholic documents since the late nineteenth century that have dealt with moral issues of contemporary social problems: from the economic aftermath of the Industrial Revolution to globalization, international relations, environmental change, and contemporary warfare. |
| THRS 336 | RELIGIOUS PEACEBUILDING AND RECONCILIATION | R | 3 | THEOLOGY AND RELIGIOUS STUDIES | An exploration of the theory and practice of religious peacebuilding and a survey of constructive resources for conflict transformation, violence prevention, and reconciliation processes in divided societies. Prereq: Any lower division THRS course or consent of instructor.   |

### Graduate Courses:

| Course Number | Course Title   | Related or Focused | Units | Program    | Course Description  |
|---------------|--|--------------------|-------|------------|---|
| COUN 515      | MULTICULTURAL COUNSELING                               | R                  | 3     | COUNSELING | Students examine the beliefs, behaviors, and values of variety of ethnic groups. Students complete selfassessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Effective techniques for providing culturally appropriate services to individuals and groups are presented.  |
| COUN 560      | EVIDENCE BASED COUNSELING WITH UNDERSERVED POPULATIONS | R                  | 3     | COUNSELING | This course focuses on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. It is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology. |

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| COUN<br>562 | POSITIVE<br>PSYCHOLOGY: THEORY<br>AND APPLICATIONS | R | 3 | COUNSELING | <p>This course provides an overview of the biopsychosocial theories and evidence based research and practices associated with the emerging fields of positive psychology, happiness, positive health, and well-being. This course builds upon the COUN 555 course by focusing on the most recent evidence based and culturally competent practices in Positive Psychology with diverse and clinically underserved populations. Students will be exposed to the public mental health needs and culturally informed practices including native or indigenous healing practices in underserved and vulnerable populations both here in the United States and abroad. The continuum of evidence based interventions from health and wellness to chronic mental health issues and psychopathology will be addressed. This course will include a laboratory experience where positive psychology techniques and skills are practiced.</p> |
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| EDSP 574 | GLOBAL PERSPECTIVES<br>AND FOUNDATIONS IN<br>SPED | R | 3 | SPECIAL<br>EDUCATION |
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Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. The principles of action research and global perspectives of special needs frame an investigation of the academic, social and behavioral needs of individuals. Candidates use a global historical lens to understand the philosophy, education foundations and evidenced-based research that underpin the legal and ethical definition and service delivery options for individuals with exceptional needs. Emphasis is placed on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence classification and placement.

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities will be discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities.

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|              | HEALTHY<br>ENVIRONMENTS AND<br>INCLUSIVE |   |   |                      |
| EDSP<br>589P | EDUCATION IN A<br>GLOBAL SOCIETY         | F | 3 | SPECIAL<br>EDUCATION |

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| EDSP<br>589P | HEALTHY<br>ENVIRONMENTS AND<br>INCLUSIVE<br>EDUCATION IN A<br>GLOBAL SOCIETY | R | 3 | SPECIAL<br>EDUCATION |
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This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities will be discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities.

This course focuses on the structure, common elements, and impact of successful and effective family, school, and community partnerships. It is designed to encourage the development of teachers' and other educators' awareness of students' family and community histories, funds of knowledge and sociocultural capital, and it requires close examination of attitudes, misconceptions, and expectations that impact relationship building with families and communities. This course exposes candidates to different types of home-school-community partnerships, current knowledge on community-based frameworks, and programs serving families who traditionally do not participate in schools. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families' knowledge of the school/classroom curricula and educational system.

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| EDUC 501 | FAMILY, SCHOOL AND<br>COMMUNITY<br>PARTNERSHIPS | R | 3 | EDUCATION |
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| EDUC 504 | INTERNATIONAL AND<br>COMPARATIVE<br>EDUCATION | R | 3 | EDUCATION |
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This course provides an overview of major concepts, methods and current debates in international and comparative education. Among the issues discussed will be gender, race, class, language, socio-political and economic structures, and their relationship to the schooling process. Particular attention will be placed on the development of the field and to the styles of social analysis, which may be applied to comparative and cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e/g/, comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

This course provides an overview of major concepts, methods and current debates in international and comparative education. Among the issues discussed will be gender, race, class, language, socio-political and economic structures, and their relationship to the schooling process. Particular attention will be placed on the development of the field and to the styles of social analysis, which may be applied to comparative and cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e/g/, comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

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| EDUC 504 | INTERNATIONAL AND<br>COMPARATIVE<br>EDUCATION | R | 3 | EDUCATION |
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Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. We will use the U.S. educational system to analyze the struggle to achieve equity and peaceful relations among all groups. As well, we will explore the conflicts and tensions that plague other countries facing similar struggles. The history of the U.S. is a history of conflict and struggle for peace. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders from all races have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the question: How do you educate all children equally in multiracial multicultural societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? We will conduct comparative investigations of educational systems in such places as Mexico, New Zealand and South Africa and expose the theoretical foundations of their educational systems. Focusing on the similarities and/or differences globally, students will critically analyze conventional assumptions about educational access and opportunity and consider ways to reframe problems and improvements that hold the potential for educational change. This course will provide graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Ball and Cohen (2000) point out that "how professionals and researchers understand the enterprise [of education] matters for how they frame problems, for the improvements that seem plausible, and for what they expect from schooling." This course will help students to rethink education in a way that challenges individual deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural, and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

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| EDUC 512 | THE STRUGGLE FOR EDUCATIONAL EQUITY | R | 3 | EDUCATION |
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| EDUC 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY | F | 3 | EDUCATION |
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Analysis of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices, and international comparisons compel consideration of the social construction of education.

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| EDUC 564  | CROSS-CULTURAL<br>COMMUNICATION  | R | 3 | EDUCATION                        | In an increasingly interconnected global society, learning to think differently about ourselves in a border context, making crossings and connections, reflecting on our own position and power and articulating a vision of social justice have become necessary civic skills. This course is intended to provide students with the skills to become educational border crossers who move beyond stereotyping and the tourist's gaze to deeply engage with culturally diverse populations. |
| EDUC 581C | MULTICULTURAL AND<br>PHILOSOPHICAL<br>FOUNDATIONS<br>OF EDUCATION IN A<br>GLOBAL SOCIETY | R | 3 | EDUCATION                        | This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning is required.   |
| ENLC 500  | HEALTH CARE<br>LEADERSHIP, VALUES<br>AND SOCIAL JUSTICE                                  | R | 3 | EXECUTIVE<br>NURSE<br>LEADERSHIP | Examines leadership theories, corporate ethics, values focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of a clinical project relevant to a health care setting.  |
| ENLC 500  | HEALTH CARE<br>LEADERSHIP, VALUES<br>AND SOCIAL JUSTICE                                  | R | 3 | EXECUTIVE<br>NURSE<br>LEADERSHIP | Examines leadership theories, corporate ethics, values focused strategies and principles of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of a clinical project relevant to a health care setting.  |

This course provides the concepts and skills for the ethical leadership of people in organizations. It also introduces the basic behavioral skills needed for self-management and promoting productive relationships with others in organizations. Topics include self-leadership, leading others, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.), managing change, ethical decision making, power and influence, motivation, team facilitation, conflict resolution and organizational culture. Mastery of the concepts and skills in this course provide the foundation for other behavioral science based business courses in management, marketing, ethics and social responsibility, etc. Learning methods include self-assessment, lecture/discussion, case studies, team projects, computer simulations and experiential exercises.

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| GSBA 501 | ETHICAL LEADERSHIP<br>AND<br>ORGANIZATIONAL<br>BEHAVIOR | R | 3 | BUSINESS<br>ADMINISTRATION |
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This course examines the complex array of political, legal, historical and ethical concerns in the global business environment by analyzing the principles of social responsibility, ethics, diversity, and law and stakeholder theory as they apply to organizations, domestically and abroad. Coverage includes business ethics; diverse ethical foundations; diverse interests of various stakeholders; individual versus societal interests; pluralism and socioeconomic issues; antidiscrimination legislation; labor and employment issues; environmental justice; public policy; politics; globalization; and government regulation of business. Particular attention is given to cultivating moral reasoning skills. Fundamentally, we evaluate how businesses around the world do operate and, more significantly, how they should operate. Teaching methods include lecture, case studies, class discussion and debate.

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| GSBA 508 | LEGAL & SOCIAL<br>ENVIRONMENT OF<br>GLOBAL BUSINESS | R | 2 | BUSINESS<br>ADMINISTRATION |
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This course examines the complex array of political, legal, historical and ethical concerns in the global business environment by analyzing the principles of social responsibility, ethics, diversity, and law and stakeholder theory as they apply to organizations, domestically and abroad. Coverage includes business ethics; diverse ethical foundations; diverse interests of various stakeholders; individual versus societal interests; pluralism and socioeconomic issues; antidiscrimination legislation; labor and employment issues; environmental justice; public policy; politics; globalization; and government regulation of business. Particular attention is given to cultivating moral reasoning skills. Fundamentally, we evaluate how businesses around the world do operate and, more significantly, how they should operate. Teaching methods include lecture, case studies, class discussion and debate.

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| GSBA 508 | LEGAL & SOCIAL<br>ENVIRONMENT OF<br>GLOBAL BUSINESS | R | 2 | BUSINESS<br>ADMINISTRATION |
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This course is designed as an introduction to the global business environment, focusing on the contemporary debates over the political, social and economic consequences of the globalization of markets and industries. Beginning with broader themes about globalization and its implications, the course proceeds to survey the macroeconomic, political and socio-cultural terrain of global business. Topics include the political economy of international trade and investments, regional integration, the international monetary system and the socio-cultural context of international business.

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| GSBA 514 | GLOBALIZATION AND<br>THE MANAGER | R | 2 | BUSINESS<br>ADMINISTRATION |
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This course provides concepts, mental frameworks and skills for socially responsible and ethical leadership of international teams and organizations. Students acquire competencies in critical thinking, comparative ethical reflection, situational leadership and multicultural team building. Topics covered include communicating across cultures, leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, motivating and empowering followers, comparative leadership theories and styles, moral considerations in power and politics, thinking strategically, promoting multi-national visions and creating socially responsible organizational cultures. Pedagogy includes lecture/discussion, self assessment instruments, case studies, team projects, experiential exercises, coaching in interpersonal skills and 360-degree feedback.

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|          | LEADING<br>MULTICULTURAL<br>TEAMS AND<br>ORGANIZATIONS | R | 3 | BUSINESS<br>ADMINISTRATION |
| GSBA 515 |  |   |   |                            |

Students work in teams to develop a CSR or sustainability project for an existing company or a new entrepreneurial venture. Consistent with USD's philosophy that business leaders need to understand that success is more than just the bottom line, each project must also serve society in some way beyond the financial success of the private-sector organization. The business initiative must create mutual value, such as capacity building and sustainable wealth creation, for both society and the organization. All of the projects must be cross-functional in nature so that students use the full spectrum of knowledge and skill that they have acquired during their first year.

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|          | SUSTAINABLE BUSINESS<br>MODEL DESIGN | F | 1 | BUSINESS<br>ADMINISTRATION |
| GSBA 517 |                                      |   |   |                            |

Students work in teams to develop a CSR or sustainability project for an existing company or a new entrepreneurial venture. Consistent with USD's philosophy that business leaders need to understand that success is more than just the bottom line, each project must also serve society in some way beyond the financial success of the private-sector organization. The business initiative must create mutual value, such as capacity building and sustainable wealth creation, for both society and the organization. All of the projects must be cross-functional in nature so that students use the full spectrum of knowledge and skill that they have acquired during their first year.

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| GSBA 517 | SUSTAINABLE BUSINESS<br>MODEL DESIGN | F | 1 | BUSINESS<br>ADMINISTRATION |
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This course examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Topics include the basic tools of macroeconomic policy and national accounting, the role that interest rates and exchange rates play in the movement of goods and capital between countries, trade barriers, regional trade agreements, international trade organizations, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies, class discussion and debate.

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| GSBA 518 | INTERNATIONAL<br>ECONOMY AND<br>BUSINESS | R | 2 | BUSINESS<br>ADMINISTRATION |
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| GSBA 518 | INTERNATIONAL<br>ECONOMY AND<br>BUSINESS   | R | 2 | BUSINESS<br>ADMINISTRATION | <p>This course examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Topics include the basic tools of macroeconomic policy and national accounting, the role that interest rates and exchange rates play in the movement of goods and capital between countries, trade barriers, regional trade agreements, international trade organizations, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies, class discussion and debate.</p> |
| GSBA 532 | INTERNATIONAL<br>COMPARATIVE<br>MANAGEMENT | R | 2 | BUSINESS<br>ADMINISTRATION | <p>This course highlights the impact of culturally-based values on the practice of management. It emphasizes the consideration of both business and cultural issues in managerial decision-making. Further, it explores the wisdom and myriad of issues involved in the transfer of managerial practices across cultures. It provides the individual with insight into their own cultural assumptions as well as their basis of business ethics. Topics range from cultural self-awareness to designing culturally-appropriate and ethical management systems.</p>   |
| GSBA 534 | VALUES, ETHICS AND<br>CORPORATE CULTURE    | F | 3 | BUSINESS<br>ADMINISTRATION | <p>An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy.</p>   |
| GSBA 534 | VALUES, ETHICS AND<br>CORPORATE CULTURE    | R | 3 | BUSINESS<br>ADMINISTRATION | <p>An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy.</p>   |

This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company's brand equity in multinational setting is at the center of the seminar. Specifically, topics examine those aspects of the brand policy that can be adapted to global standardized use and those which should remain flexible. Topics may include mega-brands, brand equity, brand development and its protection. The course emphasizes global branding within a socially responsible and ethical framework. Teaching methods may include lecture, case studies, class discussion and debate.

GSBA 553 SEMINAR IN GLOBAL MARKETING R 2 BUSINESS ADMINISTRATION

This course provides students with an understanding of Corporate Social Responsibility (CSR) issues in relation to the organization, operation and development of global operations and supply networks ('the extended enterprise'). The emphasis in this course is to examine the current global environment relating to CSR and to explore processes and strategies for the adoption of a 'triple bottom line' approach to organization's supply chain strategies through student project work. Topics examined may include challenges in driving change in design, procurement, outsourcing, operations, facilities, logistics, marketing and distribution in order to develop more compassionate, conscientious and efficient practices.

GSBA 563 SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT F 2 BUSINESS ADMINISTRATION

This course provides students with an understanding of Corporate Social Responsibility (CSR) issues in relation to the organization, operation and development of global operations and supply networks ('the extended enterprise'). The emphasis in this course is to examine the current global environment relating to CSR and to explore processes and strategies for the adoption of a 'triple bottom line' approach to organization's supply chain strategies through student project work. Topics examined may include challenges in driving change in design, procurement, outsourcing, operations, facilities, logistics, marketing and distribution in order to develop more compassionate, conscientious and efficient practices.

GSBA 563 SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT F 2 BUSINESS ADMINISTRATION

This course focuses on the linkages between business and social innovation. Changes in business are driven by a myriad of combined forces including global competition, the search for new market opportunities, consumer changes or stakeholder demands. At the same time businesses all over the world can affect and be affected by social issues such as social inequality, poverty, conflict, and violence. In the current state of affairs in which market opportunities cross paths with demands and expectations for addressing complex social issues, business can play a role sparking entrepreneurship and leadership going beyond the bottom line to include the creation of social and environmental value. A unique business and entrepreneurial imagination is evolving leading to a heretofore unexplored intersection of business and social innovation.

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| GSBA 583 | BUSINESS AND SOCIAL<br>INNOVATION | F | 2 | BUSINESS<br>ADMINISTRATION |
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This course focuses on the linkages between business and social innovation. Changes in business are driven by a myriad of combined forces including global competition, the search for new market opportunities, consumer changes or stakeholder demands. At the same time businesses all over the world can affect and be affected by social issues such as social inequality, poverty, conflict, and violence. In the current state of affairs in which market opportunities cross paths with demands and expectations for addressing complex social issues, business can play a role sparking entrepreneurship and leadership going beyond the bottom line to include the creation of social and environmental value. A unique business and entrepreneurial imagination is evolving leading to a heretofore unexplored intersection of business and social innovation.

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| GSBA 583 | BUSINESS AND SOCIAL<br>INNOVATION | F | 2 | BUSINESS<br>ADMINISTRATION |
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| GSBA 584 | MICROFINANCE AND WEALTH CREATION | R | 3 | BUSINESS ADMINISTRATION | <p>This course explores the area of microfinance and wealth creation — both from a theoretical and practical point of view — with a unique, international perspective. Since Grameen Bank founder, Professor Muhammad Yunus' winning the Nobel Peace Prize in 2006, awareness of and interest in microfinance/ microcredit has risen dramatically. This course is designed to explore and analyze the key issues associated with microfinance and wealth creation. In the process students will critically investigate such questions as: What are the various business models for microfinance institutions (MFI's) and wealth creation? Which of these models are sustainable, scalable and reproducible? What is the social and economic impact of MFI's? What are the benefits and limitations of microfinance as a path for alleviating poverty?</p> |
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| GSBA 584 | MICROFINANCE AND WEALTH CREATION | R | 3 | BUSINESS ADMINISTRATION | <p>This course explores the area of microfinance and wealth creation — both from a theoretical and practical point of view — with a unique, international perspective. Since Grameen Bank founder, Professor Muhammad Yunus' winning the Nobel Peace Prize in 2006, awareness of and interest in microfinance/ microcredit has risen dramatically. This course is designed to explore and analyze the key issues associated with microfinance and wealth creation. In the process students will critically investigate such questions as: What are the various business models for microfinance institutions (MFI's) and wealth creation? Which of these models are sustainable, scalable and reproducible? What is the social and economic impact of MFI's? What are the benefits and limitations of microfinance as a path for alleviating poverty?</p> |
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| GSBA 585 | BUSINESS ENVIRONMENT OF ASIA AND THE PACIFIC RIM | R | 2 | BUSINESS ADMINISTRATION | Provides an overview of various aspects of doing business in Asian-Pacific countries. The implications of political, socio-economic and cultural environment for developing successful business strategies will be discussed with reference to selected countries from the region (Japan, NIEs, ASEAN). |
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| GSBA 587 | LATIN AMERICAN BUSINESS ENVIRONMENT | R | 2 | BUSINESS ADMINISTRATION | This course provides an overview of Latin America from perspectives essential to effective international business management. There is emphasis on intercultural understanding and communication, along with economic, political, legal and historical characteristics of Latin America and how these affect the business environment. An integral part of this regional approach is the analysis of differences among countries and their relationship to the region as a whole. |
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| HIST 570 | AMERICAN ENVIRONMENTAL HISTORY | F | 3 | HISTORY | This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies and the cultural meanings that Americans have given to nature. |
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| HIST 570 | AMERICAN ENVIRONMENTAL HISTORY | F | 3 | HISTORY | This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies and the cultural meanings that Americans have given to nature. |
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| HIST 580 | TOPICS IN THE HISTORY OF THE AMERICAN WEST | F | 1-6 | HISTORY | <p>This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching and farming “frontiers”; the railroad and populism; WWII and the growth of the urban west; the historical experience of workers, women and Mexican-, Asian-, Native- and African Americans; environmental issues such as conservation, preservation, the dust bowl and water politics; and representations of the West in popular culture.</p> |
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| HIST 589 | HISTORY OF CALIFORNIA | F | 3 | HISTORY | <p>Covers California’s past from its earliest settlements to modern times. The course begins with California’s geographical setting, aboriginal culture and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos and foreign visitors. Changes under the government of Mexico led to California’s conquest by the United States. During the second half, the class will address the Gold Rush; problems of statehood; constitutional developments; land, labor and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends.</p> |
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| HIST 589 | HISTORY OF CALIFORNIA | R | 3 | HISTORY | <p>Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, the class will address the Gold Rush; problems of statehood; constitutional developments; land, labor and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends.</p> |
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| LEAD 501 | NONPROFIT MANAGEMENT FUNDAMENTALS | R | 3 | LEADERSHIP STUDIES | <p>This is a survey course that is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of America's "nonprofit nation" and its place relative to nonprofit sectors throughout the world. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit organizations, basic management and operating strategies. Topics will include: socio-economic and historical perspectives, the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy, human resource management, and advocacy. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. This course is focused on the integration of theory with practice. All students must affiliate themselves with a nonprofit organization they can refer to and work with throughout the semester; students are required to work in pairs or teams of three (up to four people is permitted for projects involving larger/more complex organizations) for a single client group.</p> |
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| LEAD 502 | LEADERSHIP AND<br>ETHICS (NONPROFIT) | R | 3 | LEADERSHIP<br>STUDIES | <p>Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality. Case studies give students the opportunity to clarify their own ethical standards.</p> |
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| LEAD 507 | COMMUNITY<br>ORGANIZING AND<br>CHANGE | R | 3 | LEADERSHIP<br>STUDIES | <p>The study of social change is important for non-profit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including but not limited to: revolution, labor, civic rights, and environmental movements of social change. Special emphasis will be placed on the categorical silos, which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination on the organizational agenda of nonprofit organizations, civic associations, regional initiatives, and focus of this course will center on creating change within a practice arena.</p> |
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| LEAD 515 | SOCIAL<br>ENTREPRENEURSHIP-<br>INNOVATIONS IN<br>CREATING SOCIAL<br>VALUE | F | 2-3 | LEADERSHIP<br>STUDIES | <p>This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable business plan for its inception and development. Upon completion of the course, an independent study option is available for students who wish to continue to develop their ventures.</p> |
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| LEAD 518 | NONPROFITS AND<br>CIVIL SOCIETY IN<br>GUATEMALA | R | 2 | LEADERSHIP<br>STUDIES | <p>This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.</p> |
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| LEAD<br>535I | MODELS OF<br>PARTICIPATORY<br>LEADERSHIP | R | 3 | LEADERSHIP<br>STUDIES | <p>This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in Mondragón, Spain. Students will become acquainted with Mondragón's unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón's economic and social success.</p> |
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| LEAD<br>535I | MODELS OF<br>PARTICIPATORY<br>LEADERSHIP | R | 3 | LEADERSHIP<br>STUDIES | <p>This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in Mondragón, Spain. Students will become acquainted with Mondragón's unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón's economic and social success.</p> |
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| LEAD 555 | LEADERSHIP AND ETHICS | R | 3 | LEADERSHIP STUDIES | Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality. |
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| LEAD 556I | CULTURE AND LEADERSHIP | R | 3 | LEADERSHIP STUDIES | Based on the extensive research in anthropology, crosscultural psychology, leadership, and organizational behavior, the course reviews the impact of culture on leaders and their followers at the national, group, and organizational levels. It provides a thorough review of relevant theories and applies them to helping students develop the cultural mindset that is essential to effective leadership in today's global and interconnected world. |
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| LEAD 565 | DYNAMICS OF RACE, GENDER AND CULTURE IN HIGHER EDUCATION | R | 3 | LEADERSHIP STUDIES | The purpose of this course is to provide students with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education. |
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| LEAD 565 | DYNAMICS OF RACE,<br>GENDER AND<br>CULTURE IN HIGHER<br>EDUCATION | R | 3 | LEADERSHIP<br>STUDIES | The purpose of this course is to provide students with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education. |
| LEAD 572 | LEADERSHIP AND<br>CONTEMPORARY<br>ISSUES                          | R | 3 | LEADERSHIP<br>STUDIES | National and global issues requiring leadership are presented as challenges to future leaders: safeguarding oceans, understanding technology and considering the earth's capacity. These issues require courage, commitment and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.  |
| LEAD 572 | LEADERSHIP AND<br>CONTEMPORARY<br>ISSUES                          | R | 3 | LEADERSHIP<br>STUDIES | National and global issues requiring leadership are presented as challenges to future leaders: safeguarding oceans, understanding technology and considering the earth's capacity. These issues require courage, commitment and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.  |

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| LEAD 574  | GENDER AND LEADERSHIP                                   | R | 3 | LEADERSHIP STUDIES | The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.  |
| LEAD 574  | GENDER AND LEADERSHIP                                   | R | 3 | LEADERSHIP STUDIES | The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.  |
| LEAD 587I | COMMUNITY MODELS OF LEADERSHIP – SRI LANKA GLOBAL STUDY | R | 3 | LEADERSHIP STUDIES | This course is designed to understand social movements and leadership within communities. In particular, this course examines an alternative view of leadership from Western thought by exploring Sarvodaya in Sri Lanka. Sarvodaya, which means "Awakening of All," is the largest people's organization in Sri Lanka and is composed of over 12,000 villages. Sarvodaya represents one of the world's largest grassroots mobilizations. A collaboration of Gandhian thought and Buddhist belief, Sarvodaya serves Sri Lanka and the global community through its social action works in peace building, education, relief efforts, and development. Students have the opportunity to see various aspects of Sarvodaya's model including: training and education, peace center, volunteerism, community organization, and headquarters. Particular attention will be attributed to the unique culture and location of Sri Lanka and how these factors have influenced community development, social movement, and leadership. Excursions to cultural and historical areas of significance are facilitated in conjunction with course content. Students engage in serviceactivities within Sarvodaya villages. |

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| LEAD 588 | DIVERSITY AND THE PREPARATION OF SCHOOL LEADERS           | R | 2 | LEADERSHIP STUDIES | This course examines the concept of diversity from multiple perspectives, investigating the impact of issues of power and privilege in relation to candidates' work as instructional leaders and developing candidates' knowledge, skills and self-reflective practice.   |
| LEAD 603 | ETHICS AND LEADERSHIP                                     | R | 3 | LEADERSHIP STUDIES | This is an applied ethics course that focuses on moral decision making by leaders and followers as they attempt to live with integrity as responsible individuals, members of society and citizens of the world. It provides students with a foundation in selected ethical theories, skills and tools for moral development using case studies, reflection and extensive discourse about leadership and ethics.  |
| LEAD 621 | SOCIOLOGY OF EDUCATION AND EDUCATIONAL LEADERSHIP SEMINAR | R | 3 | LEADERSHIP STUDIES | This course serves as a foundation course for the Teaching, Learning and Leadership specialization. It takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentic explanations for the racialized, class-based and gendered school experiences of US students will be examined. Moving from the macro to the micro level, students will examine schools as organizations embedded in broader socio-cultural and historical context. |
| MARS 510 | OCEANOGRAPHY I: GEOLOGICAL OCEANOGRAPHY                   | F | 4 | MARINE SCIENCE     | The origin and geologic history of the ocean basins, with a detailed investigation of the theory of plate tectonics, ocean sedimentation and paleoceanography. Examination of how geological processes affect physical, chemical and biological processes in the ocean will be emphasized. Students will present and discuss primary literature pertinent to the topics covered in the course.  |
| MARS 510 | OCEANOGRAPHY I: GEOLOGICAL OCEANOGRAPHY                   | F | 4 | MARINE SCIENCE     | The origin and geologic history of the ocean basins, with a detailed investigation of the theory of plate tectonics, ocean sedimentation and paleoceanography. Examination of how geological processes affect physical, chemical and biological processes in the ocean will be emphasized. Students will present and discuss primary literature pertinent to the topics covered in the course.  |

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| MARS 511 | OCEANOGRAPHY II:<br>BIOLOGICAL<br>OCEANOGRAPHY | F | 4 | MARINE SCIENCE | <p>Biological oceanography is covered from an integrated, functional perspective. Unifying themes will be factors that affect marine ecosystems and the relationship between environmental characteristics and biological communities. Nearshore, open ocean and deep sea environments will be covered. Ecological, behavioral, physiological and biochemical adaptations of marine organisms also will be considered. Primary literature, scientific writing and experimental design will be emphasized.</p> |
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| MARS 511 | OCEANOGRAPHY II:<br>BIOLOGICAL<br>OCEANOGRAPHY | F | 4 | MARINE SCIENCE | <p>Biological oceanography is covered from an integrated, functional perspective. Unifying themes will be factors that affect marine ecosystems and the relationship between environmental characteristics and biological communities. Nearshore, open ocean and deep sea environments will be covered. Ecological, behavioral, physiological and biochemical adaptations of marine organisms also will be considered. Primary literature, scientific writing and experimental design will be emphasized.</p> |
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| MARS 512 | OCEANOGRAPHY III:<br>MARINE<br>GEOCHEMISTRY | F | 4 | MARINE SCIENCE | <p>Why are the oceans salty? This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes operating within the ocean reservoir, such as carbonate equilibrium, trace element distributions in sea water and particulate matter reactivity. The course concludes with an analysis of geochemical processes occurring within material sinks in the oceans, which are largely controlled by sediment redox and diagenetic processes.</p> |
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Why are the oceans salty? This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes operating within the ocean reservoir, such as carbonate equilibrium, trace element distributions in sea water and particulate matter reactivity. The course concludes with an analysis of geochemical processes occurring within material sinks in the oceans, which are largely controlled by sediment redox and diagenetic processes.

MARS 512 OCEANOGRAPHY III:  
MARINE  
GEOCHEMISTRY F 4 MARINE SCIENCE

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semesterlong research project.

MARS 513 OCEANOGRAPHY IV:  
MARINE COMMUNITY  
ECOLOGY F 4 MARINE SCIENCE

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semesterlong research project.

MARS 513 OCEANOGRAPHY IV:  
MARINE COMMUNITY  
ECOLOGY F 4 MARINE SCIENCE

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| MARS 562 | BIOLOGY OF FISHES | F | 4 | MARINE SCIENCE | Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. |
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| MARS 562 | BIOLOGY OF FISHES | F | 4 | MARINE SCIENCE | Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. |
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| MARS 565 | MARINE MAMMALS | F | 3 | MARINE SCIENCE | An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. |
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| MARS 565 | MARINE MAMMALS | F | 3 | MARINE SCIENCE | An examination of the biology of whales, pinnipeds and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. |
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| MARS 567 | DEEP SEA BIOLOGY | F | 3 | MARINE SCIENCE | <p>This course explores the biology of organisms inhabiting the deep ocean, especially as their biology is influenced by the environment in which they live. Topics will include the physical, chemical and geological setting; instrumentation used in deep-sea research; the systematics and ecology of deep-sea fauna; physiological and biochemical adaptations to the conditions in the deep ocean; and impacts of humans on the deep-sea environment.</p> |
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| MARS 567 | DEEP SEA BIOLOGY | F | 3 | MARINE SCIENCE | <p>This course explores the biology of organisms inhabiting the deep ocean, especially as their biology is influenced by the environment in which they live. Topics will include the physical, chemical and geological setting; instrumentation used in deep-sea research; the systematics and ecology of deep-sea fauna; physiological and biochemical adaptations to the conditions in the deep ocean; and impacts of humans on the deep-sea environment.</p> |
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| MARS 573 | CLIMATOLOGY | F | 4 | MARINE SCIENCE | <p>A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation and climates in different regions of the world.</p> |
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| MARS 573 | CLIMATOLOGY | F | 4 | MARINE SCIENCE | <p>A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation and climates in different regions of the world.</p> |
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| MARS 574  | HISTORY OF THE EARTH AND CLIMATE     | F | 3 | MARINE SCIENCE | A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change and the scientific basis of global warming.   |
| MARS 574  | HISTORY OF THE EARTH AND CLIMATE     | F | 3 | MARINE SCIENCE | A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change and the scientific basis of global warming.   |
| MARS 574L | HISTORY OF THE EARTH AND CLIMATE LAB | F | 1 | MARINE SCIENCE | A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; c) correlation and sequence stratigraphy; d) radiometric dating; and e) isotopic proxies of climate. The laboratory may include field trips.                               |
| MARS 574L | HISTORY OF THE EARTH AND CLIMATE LAB | F | 1 | MARINE SCIENCE | A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; c) correlation and sequence stratigraphy; d) radiometric dating; and e) isotopic proxies of climate. The laboratory may include field trips.                               |
| MARS 583  | INTRODUCTION TO REMOTE SENSING       | F | 4 | MARINE SCIENCE | An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging and methods of digital imaging processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. |

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| MARS 583 | INTRODUCTION TO REMOTE SENSING | F | 4 | MARINE SCIENCE | An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging and methods of digital imaging processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed.  |
| MARS 585 | ENVIRONMENTAL GEOLOGY          | F | 4 | MARINE SCIENCE | This course will provide an in-depth examination of the geological 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 also will be addressed. Specific examples from the San Diego region will be emphasized.                        |
| MARS 585 | ENVIRONMENTAL GEOLOGY          | F | 4 | MARINE SCIENCE | This course will provide an in-depth examination of the geological 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 also will be addressed. Specific examples from the San Diego region will be emphasized.                        |
| MARS 587 | SURFACE WATER HYDROLOGY        | F | 4 | MARINE SCIENCE | A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology and issues especially relevant to Southern California. |

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| MARS 587  | SURFACE WATER HYDROLOGY             | F | 4       | MARINE SCIENCE                   | A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology and issues especially relevant to Southern California. |
| MARS 594  | SPECIAL TOPICS IN MARINE SCIENCE    | F | 2-4     | MARINE SCIENCE                   | Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.  |
| MARS 595  | DIRECTED READINGS IN MARINE SCIENCE | F | 1-3     | MARINE SCIENCE                   | Specific sets of readings tailored to address particular needs of a student. Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee.  |
| MARS 596  | RESEARCH IN MARINE SCIENCE          | F | 0.5 - 6 | MARINE SCIENCE                   | Research toward the master's thesis. This research will be under the general supervision of a thesis advisor.   |
| MEPN 521  | HEALTH ASSESSMENT                   | R | 3       | MASTERS ENTRY PROGRAM IN NURSING | Focuses on holistic and focused assessments of the health state of the adult patient within the community and hospital setting. Emphasizes development of culturally appropriate physical assessment skills and the ability to recognize deviations from normal. Includes both lecture and skills laboratory components.  |
| MEPN 521L | HEALTH ASSESSMENT LAB               | R | 3       | MASTERS ENTRY PROGRAM IN NURSING | Focuses on complete and focused health assessment of the adult patient. Emphasizes development of culturally appropriate history taking and health assessment skills with content discussing deviations from normal. Includes both lecture and laboratory skills components. Minimum of B- is required to pass the course.  |
| MEPN 547  | CARE OF POPULATIONS                 | R | 4       | MASTERS ENTRY PROGRAM IN NURSING | Focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice.  |

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| MEPN<br>547P | CARE OF POPULATIONS<br>PRACTICUM     | R | 3 | MASTERS ENTRY<br>PROGRAM IN<br>NURSING | Focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.   |
| MFTS 532     | HUMAN DIVERSITY IN<br>FAMILY THERAPY | R | 3 | MARITAL AND<br>FAMILY THERAPY          | Issues related to various ethnic and cultural backgrounds are examined, including the influence of minority characteristics, racism and discrimination in the therapeutic process. Emphasis is placed on the interplay between social issues and the therapeutic process.  |
| MFTS 574     | AGING ISSUES IN<br>FAMILY THERAPY    | R | 1 | MARITAL AND<br>FAMILY THERAPY          | Issues relevant to family therapists working with adults in later life and their families are addressed. Special attention is given to assessment skills, including intergenerational history and patterns, ethnicity, SES, gender and cultural factors. Common life-cycle issues, such as retirement, are addressed, as are problems experienced by a significant number of elderly people, including illness, long-term care and loss.   |
| MSCM 563     | SUPPLY MANAGEMENT                    | R | 3 | SUPPLY CHAIN<br>MANAGEMENT             | Examines the challenges of integrating the members of an organization's supply management system. Such improvements reduce time-to-market and improve quality and the inflow of technology from the firm's supply base, thereby increasing market share and profitability. These improvements also result in reductions in the total cost of ownership for purchased materials, services and equipment. Addresses supply management's role in: social responsibilities; buyer-supplier relationships; ethics; cross-functional teams; quality, price and cost analysis; methods of compensation; total cost of ownership; the development of requirements; acquisition of services and equipment; outsourcing; global sourcing; post-award activities; and legal issues. |

Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation and the legal context of supply chain management.

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| MSCM 584 | LAW, ETHICS AND<br>CONTRACTS FOR<br>SUPPLY CHAIN<br>MANAGEMENT | R | 3 | SUPPLY CHAIN<br>MANAGEMENT |
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| MSCM 584 | LAW, ETHICS AND<br>CONTRACTS FOR<br>SUPPLY CHAIN<br>MANAGEMENT | R | 3 | SUPPLY CHAIN<br>MANAGEMENT | <p>Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation and the legal context of supply chain management.</p> |
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Sustainability and social responsibility are rapidly evolving issues facing supply chain professionals' organizations in all sectors. Further, global challenges within increasingly extended supply chains means that it is now impossible for an organization to ignore regulatory, economic, environmental and reputational pressures to address the sustainability agenda of 'people, planet and profits'. The evolving agenda for sustainable practice presents both opportunities and significant risk to upstream and downstream supply chain decision making. The aim of this course is to equip students with a deeper understanding of the CSR agenda, providing them with the wherewithal to have a positive impact on their organization and to raise their awareness of the moral and ethical concerns facing global organizations within this agenda. This course will focus on the nature, definition and evaluation of issues relating to CSR. Students will be introduced to the core issues faced in environmental sustainability from a robust total systems perspective and incorporating a basic review of the scientific evidence pertaining to environmental impact. Students will also be introduced to the social, health and safety risks and remedies available to supply professionals when sourcing internationally, including trends in global regulatory requirements. Further, specific measurement and reporting protocols will be examined in order to provide a proactive compliance strategy.

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| MSCM 585 | SUSTAINABLE GLOBAL<br>SUPPLY CHAIN<br>MANAGEMENT | F | 2 | SUPPLY CHAIN<br>MANAGEMENT |
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Sustainability and social responsibility are rapidly evolving issues facing supply chain professionals' organizations in all sectors. Further, global challenges within increasingly extended supply chains means that it is now impossible for an organization to ignore regulatory, economic, environmental and reputational pressures to address the sustainability agenda of 'people, planet and profits'. The evolving agenda for sustainable practice presents both opportunities and significant risk to upstream and downstream supply chain decision making. The aim of this course is to equip students with a deeper understanding of the CSR agenda, providing them with the wherewithal to have a positive impact on their organization and to raise their awareness of the moral and ethical concerns facing global organizations within this agenda. This course will focus on the nature, definition and evaluation of issues relating to CSR. Students will be introduced to the core issues faced in environmental sustainability from a robust total systems perspective and incorporating a basic review of the scientific evidence pertaining to environmental impact. Students will also be introduced to the social, health and safety risks and remedies available to supply professionals when sourcing internationally, including trends in global regulatory requirements. Further, specific measurement and reporting protocols will be examined in order to provide a proactive compliance strategy.

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| MSCM 585 | SUSTAINABLE GLOBAL<br>SUPPLY CHAIN<br>MANAGEMENT | F | 2 | SUPPLY CHAIN<br>MANAGEMENT |
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| MSEL 530 | LEADERSHIP IN A GLOBAL CONTEXT | R | 1.5 | EXECUTIVE LEADERSHIP | <p>Managing organizations and people of diverse national cultures is a critical leadership skill that enriches organizations and contributes to success in a global business environment. Emphasis is placed on viewing global awareness as a necessary operational tool to global business strategy. Attention will be devoted to critical interpersonal skills of the Global Leader, including among other things, multi-cultural communication, ethics, managing hierarchy in mixed cultures and differing views on time. Also, the course will explore the complex decision-making processes associated with cross-cultural management, the context of international business, the economic and social impact of corruption and culturally consistent leadership. Teaching methodology includes case studies, video examples, experiential exercises, role plays and discussions.</p> |
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| MSEL 538 | LEADERSHIP FOR THE FUTURE | R | 1.5 | EXECUTIVE LEADERSHIP | <p>As the culmination to a 22-month journey, students are provided the opportunity to synthesize and bring closure to this formal stage of their learning. Students review their learning goals and assess the extent to which they have developed the necessary competencies to perform as high potential executive leaders who impact high performing organizations. The role of leaders in defining and building socially responsible organizations is explored. Students also present and discuss their final portfolio submission (embedded assessment) containing their personal leadership plan, leading others plan and current business plan.</p> |
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| MSGL 502 | GLOBAL BUSINESS LEADERSHIP ETHICS | R | 2 | GLOBAL LEADERSHIP | <p>This course emphasizes the essential concepts associated with business practices and ethical values that prevail for the most effective and successful global leaders. Course objectives include recognizing your own ethical viewpoint and its implications for decision making; appreciating the value inherent in the ethical viewpoints and decision making of others; distinguishing differences in ethical foundations around the globe; identifying the pitfalls of human decision making and their effects in organizations; recognizing the fit between your values and those of an organization.</p> |
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| MSGL 506 | LEADING DIVERSE GLOBAL TEAMS | R | 1-3 | GLOBAL LEADERSHIP | <p>This course emphasizes the essential concepts associated with business practices and ethical values that prevail for the most effective and successful global leaders. Course objectives include recognizing your own ethical viewpoint and its implications for decision making; appreciating the value inherent in the ethical viewpoints and decision making of others; distinguishing differences in ethical foundations around the globe; identifying the pitfalls of human decision making and their effects in organizations; recognizing the fit between your values and those of an organization.</p> |
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| MSGL 512 | GLOBAL POLITICS, POLICY AND LAW | R | 2 | GLOBAL LEADERSHIP | <p>This course examines the complex array of political, legal, historical and ethical concerns within the global business environment. Coverage includes non-market strategy; business ethics; diverse interests of various stakeholders; individual versus societal interests; public policy; globalization; and government regulation of, and support for, business.</p> |
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| MSGL 512 | GLOBAL POLITICS,<br>POLICY AND LAW  | R | 2 | GLOBAL<br>LEADERSHIP | This course examines the complex array of political, legal, historical and ethical concerns within the global business environment. Coverage includes non-market strategy; business ethics; diverse interests of various stakeholders; individual versus societal interests; public policy; globalization; and government regulation of, and support for, business.  |
| MSGL 514 | CHANGE<br>MANAGEMENT FOR<br>GLOBAL LEADERS                                      | R | 2 | GLOBAL<br>LEADERSHIP | This course is designed to assist students in the practice of ethical leadership and management of change of international organizations. As a result of actively participating in this course, students will develop their leadership potential and their understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in a global organization. The course will compare organizational development and planned change with other forms of international organizational change, and evaluate the steps associated with a planned organizational change process.  |
| MSGL 516 | INTERNATIONAL<br>COMPARATIVE<br>LEADERSHIP AND<br>HUMAN RESOURCES<br>MANAGEMENT | R | 3 | GLOBAL<br>LEADERSHIP | This course prepares participants to recognize the differences in cultural value systems and behaviors in the global environment, and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. The course compares and contrasts the styles and effectiveness of leadership practices of contemporary and historical leaders. This course also provides an overview of the field of Human Resource Management by highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant international laws. |

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| MSRE 502 | REAL ESTATE LAW AND PUBLIC POLICY | R | 3 | REAL ESTATE | <p>This course covers the fundamental legal principles affecting real estate. It uses case studies and current events to explore critical issues in real estate law and public policy. Special emphasis is given to transactions, investments and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Readings, document reviews, class discussions, presentations and outside speakers enable a practical understanding of legal issues that impact real estate.</p> |
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| MSRE 502 | REAL ESTATE LAW AND PUBLIC POLICY | R | 3 | REAL ESTATE | <p>This course covers the fundamental legal principles affecting real estate. It uses case studies and current events to explore critical issues in real estate law and public policy. Special emphasis is given to transactions, investments and development of real estate as related to contracts, ownership, transfer, land use and environmental issues. Readings, document reviews, class discussions, presentations and outside speakers enable a practical understanding of legal issues that impact real estate.</p> |
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| MSRE 507 | REAL ESTATE DEVELOPMENT | R | 3 | REAL ESTATE | <p>This course provides a step-by-step analysis of the phases involved in the real estate development process, including original product conceptualization based on market research, site acquisition, entitlement process and strategies, financing and marketing (lease-up or sale) of the property with the goal of creating net positive value. Leadership, management and control of the development teams are highlighted along with emphasis on overcoming the myriad land use regulations and hurdles in a given location. Metropolitan development patterns and planning agencies, transportation and environmental issues are also discussed. The course culminates in a real-life project and its presentation.</p> |
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This course provides a step-by-step analysis of the phases involved in the real estate development process, including original product conceptualization based on market research, site acquisition, entitlement process and strategies, financing and marketing (lease-up or sale) of the property with the goal of creating net positive value. Leadership, management and control of the development teams are highlighted along with emphasis on overcoming the myriad land use regulations and hurdles in a given location. Metropolitan development patterns and planning agencies, transportation and environmental issues are also discussed. The course culminates in a real-life project and its presentation.

MSRE 507 REAL ESTATE DEVELOPMENT R 3 REAL ESTATE

This course provides the foundation for the program's development course and eventually the capstone course. It examines the sources of demand and supply for various property types, as well as the forces that drive rents; it covers transportation and land economics and examines how these influence land values; and it explores changes in transportation costs and the impact of public transit. It also looks at how regulations affect the real estate market. Experts on market and feasibility analysis present at various points in the course.

MSRE 513 REAL ESTATE MARKET ANALYSIS R 3 REAL ESTATE

This course investigates the economics of sustainable design, development and management and discusses net zero buildings and features that save resources or provide better environments. As the United States focus on carbon emissions, high energy prices and climate change, the real-estate industry is responding with environmentally sensitive, “green” and sustainable development practices. Property owners are recognizing sustainable real estate as an economic opportunity to attract and retain tenants; tenants are demanding buildings that incorporate sustainable features and provide greater productivity, healthy environments and a reduced carbon footprint. Students also attend a LEED training workshop, followed by the opportunity to sit for LEED accreditation.

MSRE 517 SUSTAINABLE REAL ESTATE F 3 REAL ESTATE

This course investigates the economics of sustainable design, development and management and discusses net zero buildings and features that save resources or provide better environments. As the United States focus on carbon emissions, high energy prices and climate change, the real-estate industry is responding with environmentally sensitive, “green” and sustainable development practices. Property owners are recognizing sustainable real estate as an economic opportunity to attract and retain tenants; tenants are demanding buildings that incorporate sustainable features and provide greater productivity, healthy environments and a reduced carbon footprint. Students also attend a LEED training workshop, followed by the opportunity to sit for LEED accreditation.

MSRE 517 SUSTAINABLE REAL ESTATE F 3 REAL ESTATE

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| PHDN<br>640 | BIOETHICAL ISSUES IN<br>NURSING      | R | 3 | PHD IN NURSING | Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education, and research. Ethical theories and frameworks are explored as the basis for professional decision-making and public policy determination and include justice, caring, consideration of the common good, and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches. |
| PHDN<br>640 | BIOETHICAL ISSUES IN<br>NURSING      | R | 3 | PHD IN NURSING | Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education, and research. Ethical theories and frameworks are explored as the basis for professional decision-making and public policy determination and include justice, caring, consideration of the common good, and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches. |
| PHDN<br>649 | RESEARCH SEMINAR IN<br>HEALTH POLICY | R | 3 | PHD IN NURSING | Explores the evolution of nursing scholarship and its current and potential influence on health policy. Provides an overview of the history of the U.S. health care system including the controversies and challenges of health policy reform and health disparities. Implications for social justice are addressed in view of rising health care costs, increasing health care inequities and modest health care outcomes.              |
| PHDN<br>649 | RESEARCH SEMINAR IN<br>HEALTH POLICY | R | 3 | PHD IN NURSING | Explores the evolution of nursing scholarship and its current and potential influence on health policy. Provides an overview of the history of the U.S. health care system including the controversies and challenges of health policy reform and health disparities. Implications for social justice are addressed in view of rising health care costs, increasing health care inequities and modest health care outcomes.              |

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| PHDN<br>661 | HEALTH AND ILLNESS<br>AMONG CULTURALLY<br>DIVERSE<br>POPULATIONS       | R | 3 | PHD IN NURSING               | Explores a wide range of theoretical perspectives related to health and illness. Emphasizes the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.  |
| PHDN<br>697 | SEMINAR IN<br>VULNERABLE<br>POPULATIONS/HEALTH<br>DISPARITIES RESEARCH | R | 3 | PHD IN NURSING               | Analyzes the state of the science concerning health-related issues and health disparities among vulnerable populations. Theoretical underpinnings, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.  |
| PHDN<br>697 | SEMINAR IN<br>VULNERABLE<br>POPULATIONS/HEALTH<br>DISPARITIES RESEARCH | R | 3 | PHD IN NURSING               | Analyzes the state of the science concerning health-related issues and health disparities among vulnerable populations. Theoretical underpinnings, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.  |
| PJS 510     | RELIGION AND<br>CONFLICT<br>TRANSFORMATION                             | R | 3 | PEACE AND<br>JUSTICE STUDIES | An exploration of the relationship between religion and the dynamics of conflict, with focus on the role of religion in conflict, peacebuilding and conflict transformation. Selected religious traditions will be considered, such as Buddhism, Hinduism, Confucianism, Judaism, Christianity and Islam, giving attention to such topics as their impact on processes of conflict, their function in violence prevention, reconciliation and social change and their resources for promoting peace and justice as human development. |
| PJS 553     | INTERNATIONAL<br>CONFLICT<br>PREVENTION AND<br>RESOLUTION              | R | 3 | PEACE AND<br>JUSTICE STUDIES | This course focuses on third-party strategies for ethical intervention in civil and international conflicts. The particular focus is on environments where one party contests the legitimacy of an existing political authority or arrangement. This course studies the special dynamics of these cases in ongoing armed conflict and post-war environments: widespread insecurity, lack of effective government control or functioning, and collective trauma.   |

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| PJS 572 | ENVIRONMENTAL JUSTICE | F | 3 | PEACE AND JUSTICE STUDIES | Examination of environmental justice and its relationship to sustainability and the protection of the non-human world. Local, national and global issues and cases will be considered. Multidisciplinary pedagogical approaches grounded by political and environmental philosophy will be used. Particular attention will be drawn to environmental, social, political and economic inequalities, injustices and oppression based on differences of gender, race, ethnicity, class, national origin and species membership. |
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| PJS 572 | ENVIRONMENTAL JUSTICE | F | 3 | PEACE AND JUSTICE STUDIES | Examination of environmental justice and its relationship to sustainability and the protection of the non-human world. Local, national and global issues and cases will be considered. Multidisciplinary pedagogical approaches grounded by political and environmental philosophy will be used. Particular attention will be drawn to environmental, social, political and economic inequalities, injustices and oppression based on differences of gender, race, ethnicity, class, national origin and species membership. |
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| PJS 574 | CIVIL SOCIETY, PEACEBUILDING AND DEVELOPMENT | F | 3 | PEACE AND JUSTICE STUDIES | This course, drawing on political theory and democratization literature, will explore the strengths and weaknesses of civil society organizations seeking to build peace, development and democracy after violent conflict. Through case studies, the course will examine places where poverty and inequity were root causes of conflict, requiring social change to meet basic human needs, ensure rights and guarantee security. |
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| PJS 574 | CIVIL SOCIETY,<br>PEACEBUILDING AND<br>DEVELOPMENT           | F | 3 | PEACE AND<br>JUSTICE STUDIES | This course, drawing on political theory and democratization literature, will explore the strengths and weaknesses of civil society organizations seeking to build peace, development and democracy after violent conflict. Through case studies, the course will examine places where poverty and inequity were root causes of conflict, requiring social change to meet basic human needs, ensure rights and guarantee security. |
| PJS 580 | INTERNATIONAL<br>JUSTICE AND HUMAN<br>RIGHTS                 | R | 3 | PEACE AND<br>JUSTICE STUDIES | An introduction both to the international law of human rights and to the principal institutions, organizations and processes designed to protect those rights. Attention will also be given to more “theoretical” issues, such as: What is the relationship between religion and human rights? Does the international law of human rights unjustifiably favor “western” over “non-western” moral perspectives?                     |
| PJS 580 | INTERNATIONAL<br>JUSTICE AND HUMAN<br>RIGHTS                 | F | 3 | PEACE AND<br>JUSTICE STUDIES | An introduction both to the international law of human rights and to the principal institutions, organizations and processes designed to protect those rights. Attention will also be given to more “theoretical” issues, such as: What is the relationship between religion and human rights? Does the international law of human rights unjustifiably favor “western” over “non-western” moral perspectives?                     |
| PJS 582 | TRANSITIONAL JUSTICE<br>AND RESPONDING TO<br>MASS ATROCITIES | R | 3 | PEACE AND<br>JUSTICE STUDIES | An examination of the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to largescale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. The course will also examine debates about stopping ongoing mass atrocities through “humanitarian intervention” and the “responsibility to protect” doctrine.                  |

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| PJS 582 | TRANSITIONAL JUSTICE AND RESPONDING TO MASS ATROCITIES | R | 3   | PEACE AND JUSTICE STUDIES | An examination of the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to largescale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. The course will also examine debates about stopping ongoing mass atrocities through “humanitarian intervention” and the “responsibility to protect” doctrine.         |
| PJS 588 | HUMAN RIGHTS ADVOCACY                                  | R | 3   | PEACE AND JUSTICE STUDIES | An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including factfinding, monitoring, report writing, and media work. The course will balance practical skill development (interviewing, press release writing) with a critical and reflective examination of the ethical and strategic dilemmas faced by human rights advocates today. |
| PJS 588 | HUMAN RIGHTS ADVOCACY                                  | R | 3   | PEACE AND JUSTICE STUDIES | An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including factfinding, monitoring, report writing, and media work. The course will balance practical skill development (interviewing, press release writing) with a critical and reflective examination of the ethical and strategic dilemmas faced by human rights advocates today. |
| PJS 594 | SPECIAL TOPICS IN PEACE AND JUSTICE                    | R | 1-3 | PEACE AND JUSTICE STUDIES | A specialized course focusing on a topic in conflict resolution, development, human rights or human security. The course can be repeated if the topic changes.  |
| PJS 594 | SPECIAL TOPICS IN PEACE AND JUSTICE                    | R | 1-3 | PEACE AND JUSTICE STUDIES | A specialized course focusing on a topic in conflict resolution, development, human rights or human security. The course can be repeated if the topic changes.  |
| PJS 595 | PEACE AND JUSTICE STUDIES CAPSTONE                     | R | 3   | PEACE AND JUSTICE STUDIES | A study of a current or developing problem that threatens or prevents peace and/ or justice. The case study will integrate skills and perspectives acquired in the program.   |
| PJS 595 | PEACE AND JUSTICE STUDIES CAPSTONE                     | R | 3   | PEACE AND JUSTICE STUDIES | A study of a current or developing problem that threatens or prevents peace and/ or justice. The case study will integrate skills and perspectives acquired in the program.   |

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| PJS 598 | INTERNSHIP IN PEACE & JUSTICE STUDIES | R | 3 | PEACE AND JUSTICE STUDIES | <p>This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester.</p> |
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| PJS 599 | INDEPENDENT STUDY IN PEACE & JUSTICE STUDIES | R | 1-3 | PEACE AND JUSTICE STUDIES | <p>An independent study for up to three units provides students an opportunity to research a topic of particular interest to them relevant to Peace and Justice Studies. The faculty supervisor, program director and Dean of the Joan B. Kroc School of Peace Studies must approve the project proposal prior to the beginning of the relevant semester.</p> |
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| POLS 529 | LAW OF THE SEA | F | 3 | POLITICAL SCIENCE | <p>This course examines regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law-of-the-Sea negotiations from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries.</p> |
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| POLS 550 | COMPARATIVE<br>POLITICS                      | R | 3 | POLITICAL<br>SCIENCE | This course examines the major theoretical approaches to comparative politics as well as the political histories of individual countries. It is designed to introduce students to a variety of themes central to this field, including state-society relations, state capacity, the role of institutions, nationalism, cultural/ethnic pluralism, political culture, and democracy.   |
| POLS 580 | INTERNATIONAL<br>POLITICAL ECONOMICS         | R | 3 | POLITICAL<br>SCIENCE | This course examines the international and national political strategies affecting economic growth and global distribution of wealth.   |
| POLS 582 | INTERNATIONAL<br>HUMAN RIGHTS                | R | 3 | POLITICAL<br>SCIENCE | This course considers theoretical foundations, historical development, and applications of human rights in differing parts of the world. The seminar will focus on contending approaches to human rights.   |
| POLS 584 | INTERNATIONAL<br>ENVIRONMENTAL<br>GOVERNANCE | F | 3 | POLITICAL<br>SCIENCE | This course examines the policy decisions that determine human responses to environmental challenges. We begin by exploring three foundational topics: environmental ideologies, the global commons, and natural resources valuation. We then apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation. |
| POLS 584 | INTERNATIONAL<br>ENVIRONMENTAL<br>GOVERNANCE | F | 3 | POLITICAL<br>SCIENCE | This course examines the policy decisions that determine human responses to environmental challenges. We begin by exploring three foundational topics: environmental ideologies, the global commons, and natural resources valuation. We then apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation. |

This course examines the dynamics, strengths and limitations of nonviolent actions and social movements as alternatives to violence and as means for insuring human security. Drawing from history, international relations, political science, military, state security and public policy frameworks, students will seek explanations, estimate costs, and assess justifications of violence and of nonviolence.

PSJ 563 NONVIOLENCE AND PEACE EDUCATION R 3 PEACE AND JUSTICE STUDIES

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