



# **Santa Clara University**

**Undergraduate Bulletin  
2007-2008 Academic Year**

# PREFACE

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The *Undergraduate Bulletin* contains the academic and administrative policies and regulations that govern enrollment of undergraduate students at Santa Clara University. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of his or her responsibility for adhering to the policies and regulations.

Students are governed by the applicable degree requirements of the University and the Santa Clara Core Curriculum in the *Undergraduate Bulletin* in effect in their entry year as freshman students. Transfer students may choose between the degree requirements in the *Undergraduate Bulletin* in effect at the time of their initial enrollment at the University or the *Undergraduate Bulletin* of their class cohort as determined by the number of transfer units accepted toward the Santa Clara degree upon admission. All students must fulfill the departmental or program major and minor degree requirements in effect when they declare their major or minor program of study.

Santa Clara University reserves the right to make changes to degree program requirements, academic and administrative policies and regulations, and course offerings published in the *Undergraduate Bulletin* at any time without prior notice. The University strives to assure the accuracy of the information in the *Undergraduate Bulletin* at the time of publication. However, the University reserves the right to make corrections as necessary to the *Bulletin*.

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# Table of Contents

**Inside Front Cover:** .....Academic Calendar

**Preface**.....i

**Chapter 1. Santa Clara University** .....1

University Vision, Mission, and Fundamental Values .....2  
 Academic Programs .....3  
 Centers of Distinction .....4  
 Faculty.....5  
 Student Body.....5  
 Alumni .....5  
 Campus .....5

**Chapter 2. The Santa Clara Undergraduate Program** .....7

The Santa Clara Core Curriculum .....8  
 Residential Learning Communities.....11  
 University Honors Program .....12  
 International Programs .....12  
 Domestic Public Sector Study Programs .....13

**Chapter 3. College of Arts and Sciences**.....14

Undergraduate Degrees.....15  
 Bachelor of Arts.....15  
 Bachelor of Science.....17  
 Minors in the College of Arts and Sciences.....19  
 Centers, Institutes, and Special Programs.....19  
 Center of Performing Arts .....19  
 Environmental Studies Institute .....19  
 Office of College Special Programs .....19

Academic Departments and Programs .....20  
 Anthropology .....20  
 Art and Art History .....27  
 Biology .....39  
 Chemistry .....48  
 Classics .....54  
 Combined Sciences .....62  
 Communication .....63  
 Economics.....75  
 English .....79  
 Environmental Studies .....91  
 Ethnic Studies .....100  
 History .....105  
 Individual Studies.....118  
 Liberal Studies.....119  
 Mathematics and Computer Science .....121  
 Modern Languages and Literatures .....131  
 Music .....150  
 Philosophy .....158  
 Physics.....166  
 Political Science.....172  
 Psychology.....181  
 Religious Studies .....188  
 Sociology.....204  
 Theatre and Dance .....210  
 Women's and Gender Studies .....224

**Chapter 4. Leavey School of Business** .....229

Undergraduate Degrees.....229  
 Bachelor of Science in Commerce .....229  
 Minors in the Leavey School of Business .....232  
 Centers, Institutes, and Special Programs .....235  
 Accelerated Cooperative Education .....235  
 Leavey Scholars Program .....235  
 Center for Innovation and Entrepreneurship .....235  
 Civil Society Institute .....235  
 Food and Agribusiness Institute.....235  
 Retail Management Institute .....235  
 Academic Departments and Programs .....236  
 Accounting.....236  
 Economics.....239

Finance.....	243
Management .....	245
Marketing.....	248
Operations and Management Information Systems .....	251
<b>Chapter 5. School of Engineering.....</b>	<b>257</b>
Undergraduate Degrees.....	257
Bachelor of Science.....	258
Minors in the School of Engineering .....	259
Centers, Institutes, and Special Programs.....	259
Cooperative Education Program .....	259
Engineering Design Center.....	260
Center for Nanostructures .....	260
Academic Departments and Programs .....	260
Applied Mathematics.....	260
Civil Engineering .....	261
Computer Engineering.....	267
Electrical Engineering.....	276
General Engineering.....	284
Mechanical Engineering .....	288
<b>Chapter 6. Interdisciplinary Minors and Other Programs of Study.....</b>	<b>294</b>
Interdisciplinary Minors .....	294
Asian Studies .....	294
Biomedical Engineering.....	296
Biotechnology .....	297
Catholic Studies .....	298
Information Technology and Society .....	299
Medieval and Renaissance Studies .....	300
Retail Studies.....	303
Urban Education .....	304
Other Programs of Study .....	305
Aerospace Studies .....	305
Gerontology Certificate Program.....	306
University Honors Program.....	306
International Programs .....	308
Military Science.....	316
Pre-Health Sciences .....	320
Pre-Law .....	321
Pre-Teaching.....	322

<b>Chapter 7. Admission of Undergraduate Students .....</b>	<b>324</b>
Admission of Entering Freshmen .....	324
Admission of Transfer Students.....	325
Admission of International Students.....	327
<b>Chapter 8. Academic and Administrative Policies and Regulations .....</b>	<b>329</b>
Student Responsibility.....	329
Academic Policies and Regulations.....	329
Degree Requirements .....	329
Academic Program Policies and Regulations .....	331
Registration Policies and Regulations.....	333
Grading Policies and Regulations.....	335
Academic Standing and Student Classification .....	338
Academic Credit Evaluation .....	340
Non-Degree Students .....	342
Academic Integrity .....	343
Administrative Policies and Regulations.....	345
Clery Act.....	345
Communication by the University to Undergraduate Students.....	345
Consensual Relations between Employees and Students .....	346
Drug-Free Policies .....	346
Medical Leave and Re-entry Policy .....	346
Student Records and Release of Information .....	346
Nondiscrimination Policy.....	348
Student Conduct Code.....	348
<b>Chapter 9. Tuition, Fees, and Financial Aid .....</b>	<b>349</b>
Financial Responsibility .....	349
Tuition .....	349
Santa Clara University Campus Programs.....	349
Study Abroad and Domestic Study Programs .....	352
Room and Board Charges.....	353
Financial Aid .....	354
Santa Clara Grants and Scholarships.....	354
Federal and California Grants .....	357
Other Grants and Scholarships .....	358
Student Employment .....	359
Loans.....	359
Financial Aid Eligibility .....	360

Cancellation of Financial Aid and Return of Funds .....	362
Verification of Information .....	362
Billing and Payment Procedures.....	363
Student Accounts and Billing .....	363
Payment Methods.....	363
Extended Payment Options .....	364
Delinquent Payments .....	364
Refund Payments.....	364
Tuition Insurance Protection .....	365
Educational Tax Credits.....	365

**Chapter 10. University Honor Societies and Awards .....366**

Honor Societies .....	366
University Awards.....	371
College of Arts and Sciences Awards .....	372
Leavey School of Business Awards.....	379
School of Engineering Awards .....	381

**Chapter 11. Student Life.....383**

Campus Ministry.....	383
Campus Recreation.....	383
Career Center .....	383
Center for Multicultural Learning.....	384
Center for Student Leadership .....	384
Chartered Student Organizations.....	384
Computing Services.....	385
Counseling and Psychological Services.....	386
Cowell Student Health Center.....	386
Drahmann Academic Advising and Learning Resources Center .....	387
Housing and Residence Life.....	388
Intercollegiate Athletics.....	388
Kids on Campus .....	388

**Appendices**

<b>Accreditations and Memberships.....</b>	<b>389</b>
<b>Board of Trustees .....</b>	<b>390</b>
<b>Board of Regents .....</b>	<b>392</b>
<b>University Administration .....</b>	<b>394</b>
<b>Faculty.....</b>	<b>397</b>

<b>Index .....</b>	<b>425</b>
--------------------	------------

<b>Campus Map .....</b>	<b>432</b>
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<b>Inside Back Cover .....</b>	<b>Academic Department and Program Abbreviations</b>
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# Santa Clara University

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Santa Clara University is a comprehensive Jesuit, Catholic university located in the heart of Silicon Valley with approximately 8,500 students. Founded in 1851 by the Society of Jesus, California's oldest operating higher education institution offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus nationally recognized graduate and professional programs in business, education, engineering, counseling psychology, law, and pastoral ministries. The University boasts a diverse community of scholars characterized by small classes and a values-oriented curriculum and is dedicated to educating students for competence, conscience, and compassion. The traditions of Jesuit education—educating the whole person for a life of service—run deep in all of its curricular and co-curricular programs.

Santa Clara University is perennially ranked among the top comprehensive universities by *U.S. News & World Report*. SCU has one of the highest graduation rates for undergraduate students among all comprehensive universities. The University has a national reputation for its undergraduate program that features a distinctive core curriculum, an integrated learning environment, and research opportunities for undergraduate students. The MBA program in the Leavey School of Business is annually ranked in the top 10 among the nation's part-time programs and in the top five in California. The School of Law is ranked in the top 100 of the nation's law schools with its intellectual property program recognized among the top 15 of such programs in the country.

The University was established as Santa Clara College on the site of the Mission Santa Clara de Asís, the eighth of the original 21 California missions. The college originally operated as a preparatory school and did not offer courses of collegiate rank until 1853. Following the Civil War, enrollment increased, and by 1875 the size of the student body was 275. One-third of the students were enrolled in the collegiate division; the remainder attended the college's preparatory and high school departments.

Santa Clara experienced slow and steady growth during its first 60 years, becoming the University of Santa Clara in 1912, when the schools of engineering and law were added. In 1925, the high school was separated from the University and took the name of Bellarmine College Preparatory in 1928. The Leavey School of Business began in 1926 and, within a decade, became one of the first business schools in the country to receive national accreditation.

For 110 years, Santa Clara was an all-male school. In the fall of 1961, women were accepted as undergraduates, and Santa Clara became the first coeducational Catholic university in California. The decision resulted in an admissions explosion—from 1,500 students to more than 5,000. The size of the faculty tripled, and the University began the largest building program in school history, building eight residence halls, a student union, and an athletic stadium. In the early 1970s, the Board of Trustees voted to limit the size of the undergraduate population, an action that was intended to preserve the character and ensure the quality of the University for generations to come. In 1985, the University adopted "Santa Clara University" as its official name.

## UNIVERSITY VISION, MISSION, AND FUNDAMENTAL VALUES

Santa Clara University has adopted three directional statements to describe the kind of university that it aspires to become (Strategic Vision), its core purpose and the constituencies it serves (University Mission), and the beliefs that guide its actions (Fundamental Values).

### Strategic Vision

Santa Clara University will excel in educating men and women to be leaders of competence, conscience, and compassion. By combining teaching and scholarship of high quality, an integrated education in the Jesuit tradition, and a commitment to students as persons, we will prepare them for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need.

### University Mission

Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus, promotes faculty and staff learning in its various forms, and exhibits organizational learning as it deals with the challenges facing it.

Student learning takes place at the undergraduate and graduate level in an educational environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world.

As an academic community, we expand the boundaries of knowledge and insight through teaching, research, artistic expression, and other forms of scholarship. It is primarily through discovering, communicating, and applying knowledge that we exercise our institutional responsibility as a voice of reason and conscience in society.

We offer challenging academic programs and demonstrate a commitment to the development of:

- Undergraduate students who seek an education with a strong humanistic orientation in a primarily residential setting
- Graduate students, many of them working professionals in Silicon Valley, who seek advanced degree programs that prepare them to make significant contributions to their fields

In addition to these core programs, we also provide a variety of continuing education and professional development opportunities for nonmatriculated students.

### Fundamental Values

We hold ourselves responsible for living out these core values, which are critical for carrying out our mission in pursuit of our vision:

*Academic Quality.* We seek an uncompromising standard of excellence in teaching, learning, and scholarship. All three elements are essential to academic quality at Santa Clara. We prize original scholarship for its own sake and for the contribution it makes to teaching and to the betterment of society. Our commitment to academic freedom is unwavering.

*Integrated Learning.* While valuing the integrity of established disciplines, we endeavor to integrate different forms of knowledge, to educate the whole person, and to foster moral and spiritual development. By promoting learning in everything we do, we foster a lifelong passion for learning.

*Commitment to Students.* As teachers and scholars, mentors and facilitators, we nurture and challenge students as we help them become independent learners and responsible leaders in society.

*Service to Others.* We promote throughout the University a culture of service—service not only to those who study and work at Santa Clara but also to society in general and to its most disadvantaged members.

*Community and Diversity.* We cherish our diverse community and the roots that must sustain it: shared values amidst diversity, close personal relationships, effective communication, respect for others, and an engaged concern for the common good of the campus, the local community, and the global society.

*Jesuit Distinctiveness.* We preserve and renew the Jesuit tradition that incorporates all of these core values. Our tradition is an expression of Christian humanism in which faith and reason together animate the most fundamental human quest: the pursuit of truth and goodness. This pursuit challenges us to counter inhumanity with humanity, to act ethically, and to promote justice with faith. We also take part in the broader Catholic tradition to which Jesuits have made a major contribution.

## ACADEMIC PROGRAMS

Santa Clara University offers undergraduate degrees leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Commerce. The College of Arts and Sciences offers the Bachelor of Arts degree with majors in 20 fields, and the Bachelor of Science degree in 15 fields. The Leavey School of Business offers the Bachelor of Science degree with majors in six disciplines. The School of Engineering offers a Bachelor of Science degree with majors in five fields. A variety of interdisciplinary minors and discipline-based minors are also offered in the undergraduate program.

The School of Law offers programs leading to the degrees of Juris Doctor and Master of Laws. Concentration areas include business and commercial law; civil dispute resolution; computer, high technology, and intellectual property law; constitutional law; criminal law and procedure; environmental law; estate planning and other family wealth transfers; family law; international law; labor law; personal injury law; public interest law; real property; social justice; and taxation.

The Leavey School of Business offers a graduate program leading to the MBA degree with coursework in accounting, economics, finance, management, marketing, and operations and management information systems. The Executive MBA program is an intensive 17-month program designed for seasoned professionals. The Leavey School offers a graduate program leading to the Master of Science in Information Systems designed to prepare students for advancement in the information systems management field. In conjunction with the School of Law, the Leavey School also offers a joint degree program leading to a Master of Business Administration and a Juris Doctor.

The School of Engineering offers graduate programs leading to the Master of Science degree in applied mathematics, civil engineering, computer engineering, electrical engineering, engineering management, mechanical engineering, and software engineering and the Engineer's Degree in computer engineering, electrical engineering, and mechanical engineering. The School also offers the Doctor of Philosophy degree in computer engineering, electrical engineering, and mechanical engineering.

The School of Education, Counseling Psychology, and Pastoral Ministries offers graduate programs leading to the Master of Arts degree in special education, interdisciplinary education, educational administration, counseling psychology, and counseling. Through the

Pastoral Ministries program, the School offers the Master of Arts degree in catechetics, pastoral liturgy, spirituality, and liturgical music. The Department of Education offers teacher credential programs for single-subject and multiple-subject teaching, mild/moderate specialists, early childhood special educators, and administrative services. Certification is also offered in reading, reading language arts specialist, alternative and correctional education, Catholic school leadership, gifted and talented education, and school business management.

## CENTERS OF DISTINCTION

Santa Clara University has three Centers of Distinction that serve as major points of interaction between the University and society. Each center focuses on a theme that is central to Santa Clara's distinctive mission as a Jesuit university offering an educational environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. Each center engages faculty and students from different disciplines, as well as experts and leaders from the community through speakers, conferences, workshops, and experiential learning opportunities.

### Center for Science, Technology, and Society

The Center for Science, Technology, and Society promotes the use of science and technology for the common good. The Center unites a range of stakeholders to enhance civic understanding, business decisions, and public policy on the social impacts of innovation through selected programming including workshops, forums, international conferences and awards, and educational programs. With strong partnerships in the Silicon Valley, the Center also conducts and sponsors cross-disciplinary research and curriculum development that addresses the societal and organizational consequences of technological advances. Complementing this outreach, the Center also seeks to shape well-rounded citizens of tomorrow through an interdisciplinary minor that analyzes the social, political, and environmental consequences of innovation.

### Ignatian Center for Jesuit Education

The Ignatian Center for Jesuit Education is dedicated to preserving and enhancing the Jesuit and Catholic mission and identity of Santa Clara University through the exploration of the Ignatian vision, the educational and spiritual legacy of St. Ignatius of Loyola, founder of the Society of Jesus. Following the Jesuit ideal of being "contemplatives in action," the Center seeks to integrate faith and justice in a scholarly way and combine Ignatian reflection with active community engagement. The Arrupe Partnerships for Community-based Learning educate students and the University as a whole in the realities of the lives of the marginalized and the poor through community placements in Santa Clara County. The Bannan Institute for Jesuit Educational Mission assists the University in keeping its Catholic and Jesuit character at the center of the educational enterprise by encouraging all members of the campus community to reflect on, discuss, and creatively explore Catholic and Jesuit ideals. The Kolvenbach Solidarity Program offers students, faculty, staff, and alumni immersion experiences in the reality of our globalizing world.

### Markkula Center for Applied Ethics

The Markkula Center for Applied Ethics is one of the pre-eminent centers for research and dialogue on ethical issues in critical areas of American life. The center works

with faculty, staff, students, community leaders, and the public to address ethical issues more effectively in teaching, research, and action. The center's focus areas are business, health care and biotechnology, character education, government, global leadership, technology, and emerging issues in ethics. Articles, cases, briefings, and dialogue in all fields of applied ethics are available through the Center.

## FACULTY

Santa Clara University's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to students' intellectual and moral development as they are to pursuing their own scholarship. The University's more than 400 full-time faculty members include Fulbright professors, nationally recognized authors and poets, groundbreaking scientists, and distinguished economic theorists.

## STUDENT BODY

Santa Clara University has a student population of around 8,500 with about 5,000 undergraduate students and 3,500 graduate students. The undergraduate population has a male/female ratio of 45 percent to 55 percent, and about 35 percent of undergraduate students identify themselves as persons of color. Almost 60 percent of undergraduates are from California, with the others coming from throughout the United States and more than a dozen foreign countries. Between 65 percent and 70 percent of undergraduate students receive some kind of financial aid—scholarships, grants, or loans.

More than half of the undergraduate population lives in University housing, with 95 percent of freshmen and 75 percent of sophomores living on campus. Students experience an average class size of 25, with one-third of classes having 20 or fewer students and only 3 percent classes having 50 or more students. The student to faculty ratio is 12 to 1 at the University.

The University's commitment to learning is expressed in the fact that 92 percent of freshman students advance to the sophomore year, and the percentage of Santa Clara students who graduate is among the highest in the country. The four-year graduation rate for entering freshmen is about 80 percent, with a five-year graduation rate of 83 percent and a six-year graduation rate of 85 percent.

## ALUMNI

Santa Clara University has more than 70,000 alumni living in all 50 states and several foreign countries. More than half of the alumni live in the San Francisco Bay Area where many of them are leaders in business, law, engineering, academia, and public service.

## CAMPUS

The University is located on a 106-acre campus in the city of Santa Clara near the southern end of the San Francisco Bay in one of the world's great cultural centers and in the heart of the Silicon Valley. At the campus center is the Mission Church, restored in 1928 and surrounded by the roses and palm and olive trees of the historic Mission Gardens. The adjacent Adobe Lodge is the oldest building on campus, having been restored in 1981 to its 1822 decor. The more than 50 buildings on campus include 15 student residences, two libraries, a student center, the de Saisset Museum, the Center of Performing Arts, extensive athletic facilities, and a recreation and fitness center. Computer and telecommunications technology



is an integral part of the life and learning at Santa Clara University. All residence hall rooms and most classrooms are connected to high-speed Internet access and campus e-mail, and most of the campus is covered by a wireless network.

The University library provides library and information services in support of the University's undergraduate and graduate programs. Beginning in fall 2008, the library will be located in the new Learning Commons and Library facility, which will combine the services, resources, and staffs of the University library, Information Technology, and Media Services. During the construction of the new facility in the 2007-08 academic year, library services are being provided from a smaller interim library with additional study space available throughout the campus. The library's collection includes more than 786,000 books and bound periodicals, almost 600,000 government documents, and more than 841,000 microform units. The library subscribes to more than 4,400 current serials, including more than 500 titles in electronic format, and is a depository for United States and California government documents. In addition, the library provides access to many other information resources through the Internet and other electronic services.

The Benson Memorial Center is the University center and serves as the hub of campus life. The Benson Center is the home for a variety of services for students, faculty, staff, alumni, and guests of the University and provides an environment for the education of the whole person that continues outside the classroom. Services available in the Center include dining services, the campus bookstore, meeting rooms, assistance with event planning, and the campus post office. Offices of undergraduate student government, student publications, the student programming board, student volunteer service, and various other student organizations are located in the Benson Center. The Bronco is the primary venue for entertainment and late-night activities featuring food and beverages, Internet connections, television, billiards, and nightly entertainment.

The de Saisset Museum on the Santa Clara campus serves as caretaker of the University's California History Collection, which is on permanent view. The museum presents between six and 12 temporary exhibitions every year that showcase the diversity of art and history, exploring the work of local contemporary artists, providing enriching experiences, and addressing issues of contemporary society. Opportunities are available for undergraduate students to serve as museum docents.

The Center of Performing Arts includes the Louis B. Mayer Theatre, the Fess Parker Studio Theatre, and the Recital Hall. The 500-seat Mayer Theatre is a state-of-the-art performance facility based on a flexible proscenium/thrust stage. The Fess Parker Studio Theatre has no fixed stage or seating and with its black-box design, complete with movable catwalks, provides superb flexibility in an experimental setting. The 250-seat Recital Hall provides a contemporary setting where students, faculty, and guest artists offer a variety of performances.

The Pat Malley Fitness and Recreation Center features a 9,500-square-foot weight training and cardiovascular exercise room, three basketball courts, a swimming pool, and other facilities to support the recreational and fitness needs of the campus community. The University's intercollegiate athletic teams compete in the Leavey Center, Schott Baseball Stadium, Buck Shaw Stadium, Degheri Tennis Center, and Marsalli Park.

## The Santa Clara Undergraduate Program

Santa Clara University is committed to the education of the whole person in the Jesuit and Catholic tradition with a vision of developing men and women to be leaders of competence, conscience, and compassion. The Santa Clara undergraduate program is designed for students who seek an integrated education with a strong humanistic orientation in a primarily residential setting. An integrated education is one that encourages students to seek connections between differing ways of knowing and being in the world, between different forms of knowledge within established disciplines, and between new knowledge and that which preceded it.

Santa Clara's concept of the "whole person" inevitably embraces our social nature. When he inaugurated Santa Clara's sesquicentennial year, Father Peter-Hans Kolvenbach, superior general of the Society of Jesus, noted that "Tomorrow's 'whole person' cannot be whole without an educated awareness of society and culture with which to contribute socially, generously, in the real world." Calling for a new Jesuit educational standard, "to educate the whole person of solidarity in the real world," he explained: "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage in it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and the oppressed."

The Santa Clara undergraduate program offers a curriculum and other learning experiences whose content and pattern combine the acquisition and creation of knowledge with the quest for meaning and purpose. The learning environment encourages students to make connections across the Core Curriculum, the academic major, and elective courses. It helps students relate their classroom learning with out-of-classroom learning through community-based education, Residential Learning Communities, student organizations, athletics and recreation, and other experiences. In a more general way, the undergraduate program nurtures students' ability to knit the intellectual, social, moral, spiritual, creative, and behavioral aspects of life into a coherent and meaningful whole.

Santa Clara University offers undergraduate degrees leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Commerce with majors in 46 fields. The College of Arts and Sciences offers majors in ancient studies, anthropology, art history, biology, chemistry, classical studies, combined sciences, communication, computer science, economics, engineering physics, English, environmental science, environmental studies, French and Francophone studies, German studies, Greek, history, individual studies, Italian studies, Latin, Latin and Greek, liberal studies, mathematics, music, philosophy, physics, political science, psychology, religious studies, sociology, Spanish studies, studio art, theatre arts, and women's and gender studies. The Leavey School of Business offers majors in accounting, economics, finance,

management, marketing, and operations and management information systems. The School of Engineering offers majors in civil engineering, computer engineering, electrical engineering, engineering, and mechanical engineering. A wide range of departmental and school minors, emphases in majors, and concentrations in degree programs are available to enhance the major field of study for students. Consistent with the commitment to an integrated educational experience, interdisciplinary minors are offered in Asian studies, biomedical engineering, biotechnology, Catholic studies, ethnic studies, information technology and society, medieval and Renaissance studies, retail studies, urban education, international business, and international studies.

The Santa Clara Core Curriculum is the anchor of the undergraduate program for developing the knowledge, skills, and sensitivities intended for every student educated in Santa Clara's distinctive tradition. Theme-based Residential Learning Communities foster an integrated educational experience by bringing together students with a wide range of talents and gifts from a variety of disciplines. The University Honors Program provides opportunities to enhance the learning experience for students of exceptional academic talent and imagination. The International Programs Office coordinates a wide range of study abroad opportunities designed to provide first-hand experience with education in the era of globalization.

## THE SANTA CLARA CORE CURRICULUM

A university expresses its most basic values in its core curriculum, that part of an undergraduate education required of all students. The Santa Clara Core Curriculum combines traditional core strengths with a new emphasis on curricular integration, world cultures, and technology. It stems from the University Mission, which states "Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus."

Within this framework, the Santa Clara Strategic Vision declares the University's intention "to excel in educating men and women of competence, conscience, and compassion." In pursuit of this aim, the University emphasizes the Catholic and Jesuit traditions of spirituality, intellectual excellence, study of Western and world cultures, internationalism, the promotion of faith and justice, and leadership as service to others. The University Core Curriculum seeks to further these values by fostering the strengths of a liberal education, including religious studies and ethics.

Accordingly, the Core seeks to create a university learning environment that enables students to achieve intellectual excellence, live as responsible citizens, and seek to be of constant service in creating a more just and humane society. The Core encompasses three thematic clusters: Laying Foundations, Reaching Out, and Integrating for Leadership.

The progression of these clusters is not strictly chronological, nor will all students study Core courses in exactly the same sequence. They will, however, study the same courses based upon the same sets of criteria for inclusion in the Core. It is hoped students will not just experience Core requirements as individual courses but as related educational experiences that help structure the students' whole university study. The Santa Clara Core Curriculum expresses the psychological dynamics of building on the foundation of one's developing identity (*Who am I?*), then moving out to encounter new realities (*What is the world like?*), and then returning to oneself to integrate these new realities into one's world view as a basis for serving others (*What is my relationship to the world? How should I act?*). All of these stages, of course, take place

every day for all learners. Thus, while each cluster has a primary theme, all three themes ought ultimately to find expression in each cluster. Senior capstones, departmental majors and minors, and University interdepartmental programs are other important ways of assisting students to integrate their complete university experience.

### Laying Foundations

The first cluster of Core courses prepares the foundations for the competence and excellence that the University hopes will mark all of its graduates. The traditional building blocks of liberal education—language, culture, and mathematics—challenge students to reflect upon the diverse communities they have experienced in their own lives and to begin to sharpen the analytical tools they will need in whatever paths they choose.

### Reaching Out

The second cluster of Core courses expands students' perspectives in two ways. First, students are immersed in the methods of inquiry that a citizen of the 21st century requires to participate in a civic dialogue that is increasingly global in scope. This participation entails an ability to understand an expanding range of complex topics, including political, religious, scientific, ethical, and social concerns. Second, students are challenged to begin to understand the diverse cultures and societies with whom they share this fragile planet. The expansion of horizons in these ways is intended to encourage the continuing development of intellectually grounded moral compassion in the Santa Clara graduate.

### Integrating for Leadership

The third cluster of Core courses represents transition courses that straddle both the Core and the focused areas of study that comprise students' majors, minors, and other academic and co-curricular programs. They seek to complement these other areas of study by encouraging disciplined reflection on the moral stance those who have earned Santa Clara degrees will adopt in their lives as a result of their engagement with this University's learning environment. Graduates will leave the University as lifelong learners with consciences that are at once both critically formed and always in the process of being critically re-formed.

### University Core Curriculum Requirements

The courses the University prescribes to realize these themes vary slightly among the College of Arts and Sciences and the Schools of Business and Engineering and among their various degree and disciplinary programs. A college or school may impose a specification on the more general University requirements for a certain type of course. In many cases, because of the importance of one of these themes to the school's fields of study, the school also imposes a supplementary requirement in that area by requiring students to take more of these courses. For example, while most students are required to take only two courses in Western culture, the College of Arts and Sciences requires its students in the humanities and arts to take a third course in the same sequence because a deeper historical understanding of Western culture is vital for study in these disciplines.

Each particular school also requires other distinctive courses that reflect additional educational objectives beyond those described in the themes of the University Core

Curriculum. For example, the School of Business requires all of its students to take a two-course sequence in accounting to prepare them for the business environment, and the College of Arts and Sciences requires its students to take courses in ethnic studies and in fine arts. Some students—for example international students, students in the University Honors Program, and students majoring in certain disciplines—satisfy the University Core Curriculum or school requirements by taking special sections of the Core courses, special equivalent courses, or special courses in their major.

The requirements of the University Core Curriculum, including their specification and supplementation within each college or school, are outlined below.

### ***Theme 1: Laying Foundations***

- Two courses in English Composition
- One introductory course in Religious Studies
- One course in United States
- Two courses in Western Culture
- One course in Mathematics
- One course in a Second Language or equivalent (excluding Engineering majors)

### ***Theme 2: Reaching Out***

- One area studies course in World Cultures and Societies
- One intermediate course in Religious Studies
- One course in Social Science
- One course in Technology
- One Mathematics course and one laboratory course in Natural Science or two courses in Natural Science, one of which must be a laboratory course

### ***Theme 3: Integrating for Leadership***

- One course in Ethics
- One advanced course in Religious Studies
- One course in English writing

### ***College of Arts and Sciences Supplemental Degree Requirements***

- One course in Ethnic Studies or Women's and Gender Studies
- One course in Fine Arts
- One additional course in World Cultures and Societies
- Second Language: Proficiency through the 002 level or equivalent for mathematics and natural science majors; proficiency through the 003 level or equivalent for all other majors
- One additional course in Western Culture for the Bachelor of Arts degree

- One additional course in Mathematics or Natural Science for a total of two each in Mathematics and Natural Science for the Bachelor of Science degree

### ***Levey School of Business Supplemental Degree Requirements***

- Two courses in Economics
- One course: Contemporary American Business
- One course: Introduction to Business Computing
- Four units in Leadership Competency
- Two courses in Accounting
- Two courses in Data Analysis
- One course in Information Systems
- Five courses in the Business Core
- Second Language: Proficiency through the 002 level or equivalent

### ***School of Engineering Supplemental Degree Requirements***

- Seven courses in Mathematics and Natural Science
- Engineering students must also ensure that they complete at least 37 total units in the Humanities and Social Sciences, not including the third English writing course

Transfer students who enter the University with less than 44 units must take all three Religious Studies courses in the required sequence. Those who enter with 44 or more units may take any two Religious Studies courses.

## **RESIDENTIAL LEARNING COMMUNITIES**

The Residential Learning Communities were established to further the goal of fostering integrated education within a community of scholars. By creating a culture in which it is natural for students to connect their academic experiences with their social and residential ones, the learning communities enhance the education of the whole person and deepen the connection between learning and living as responsible members of a community.

All entering freshmen become a member of one of nine theme-based Residential Learning Communities, whether or not they live on campus. Non-resident freshman students are given access to the residence hall in which their learning community is located so that they can participate fully in its programs. Students take some courses in common with others in their learning community, which enriches coursework and promotes the formation of natural study groups. Students also interact more directly with faculty and staff, and participate in theme-based co-curricular and extracurricular activities both on and off campus. The Residential Learning Communities are primarily two-year communities, but several offer the opportunity for students to remain throughout their undergraduate careers.

## UNIVERSITY HONORS PROGRAM

The University Honors Program provides a learning experience appropriate to students of exceptional academic talent and imagination. The program offers small seminar-style classes, especially in courses fulfilling the University Core Curriculum requirements. Admission to the University Honors Program is by invitation or application and considers the student's academic record, standardized test scores, recommendations, and any other information the student might provide about interests, goals, or experiences.

The program is organized as two distinct but related levels open to undergraduate students from Arts and Sciences, Business, and Engineering. Level I of the program accepts first-year students for a curriculum organized around courses that satisfy University Core Curriculum requirements applying to students in every field. Level I requires that participants maintain a cumulative grade point average of 3.3 or higher and successfully complete a minimum of six program courses within the first six quarters of enrollment. Most participants complete the Level I program during their first year. Unless exempted by the director, Level I participants must fulfill specific Core Curriculum courses—first and second writing, first-level religious studies, and Western culture—through special class sections arranged by the program. Participants are also strongly urged to satisfy mathematics, ethics, social sciences, natural sciences, third writing, and advanced religious studies Core Curriculum requirements with Honors Program sections.

Participants in Level I normally continue to Level II, in which they complete a minimum of four additional program courses including a senior thesis or project. Students who have completed 32 or more units but not more than 88 units at Santa Clara may apply to enter Level II by contacting the Honors Program Office. Students joining the program at Level II complete six program courses including the thesis or senior project. Some Level II courses, while not limited to program participants, offer academic opportunities especially suitable for them. For both continuing and new participants, the thesis usually grows out of a regular or independent study course taken in conjunction with the participant's major. Successful completion of the program at Level II becomes part of a student's permanent record and appears on academic transcripts issued by the University.

Honors Program students have the opportunity to participate in the Honors Advisory Council. The University Honors Program is allied with the Office of Student Fellowships, which helps prepare students to compete for nationally competitive graduate fellowships, such as Rhodes, Marshall, Fulbright, and Gates Cambridge. A competitive annual award permits one Honors Program student to spend his or her junior year at Mansfield College, Oxford University.

Courses offered through the University Honors Program can be found in Chapter 6 under Interdisciplinary Minors and Other Programs of Study.

## INTERNATIONAL PROGRAMS

Santa Clara University aspires to create a learning community that promotes competence, conscience, and compassion among students with a mandate to pursue scholarly understanding and constructive engagement with the world. As the principal University-wide organization focusing on international, intercultural, and global

subjects, International Programs provides a variety of academic settings and learning opportunities around the world through study abroad offerings. Academically the approach is both interdisciplinary and multi-disciplinary and recognizes that learning takes place in the classroom, in the field, in the community, and in service to others. International Programs appreciates that intercultural competence and knowledge of the global environment should not be limited to the humanities or social sciences, but is relevant to business, engineering, and the natural sciences as well. While International Programs' mission is informed by a variety of disciplines and viewpoints, it is inspired by the challenge offered by martyred Salvadorian Jesuit Ignacio Ellacuría:

*We, as an intellectual community, must analyze causes; use imagination and creativity together to discover remedies; communicate to our public a consciousness that inspires the freedom of self-determination; educate professionals with a conscience, who will be immediate instruments of transformation; and continually hone an educational institution that is academically excellent and ethically oriented.*

Undergraduate students can choose from a variety of study abroad programs in almost 100 locations, including Santa Clara's own programs, several direct exchange programs, and a number of programs affiliated with other universities and study centers. Credits earned from all approved study abroad programs are accepted as degree credit at Santa Clara, and some coursework can fulfill University Core Curriculum, major, and minor requirements subject to appropriate approval.

Courses offered through International Programs can be found in Chapter 6 under Interdisciplinary Minors and Other Programs of Study.

## DOMESTIC PUBLIC SECTOR STUDY PROGRAMS

Through the Public Sector Studies program of the Department of Political Science, students have the opportunity to participate in public sector internships, the Washington semester program, and the Panetta Institute program. These programs offer preparation and training for students who are interested in working at the city, county, state, or federal level of government, or in a public agency or nonprofit organization. They also provide an excellent foundation for those who would like to pursue graduate studies in public policy or public administration and an alternative perspective for students who wish to pursue public law.

Placements in the public sector internships range from the mayor's office of San Jose to the White House and have included the public affairs departments of high-tech corporations, public law offices, political campaigns, and nonprofit organizations. In the Washington semester program, students live, study, and work at internships in Washington, D.C. for one semester along with other students from throughout the country. Students work at a public sector internship and participate in classes and other programs at American University. The Panetta Institute at California State University–Monterey Bay conducts a fall leadership program each year, which includes studies at the Panetta Institute in Monterey and in Washington, D.C. One fully subsidized position in this program is reserved each year for an exceptional Santa Clara University student.

# 3

## College of Arts and Sciences

*Dean:* W. Atom Yee

*Senior Associate Dean:* Paul Fitzgerald, S.J.

*Associate Deans:* Gregory P. Corning, Stephen C. Lee

*Senior Assistant Dean:* Kathleen Villarruel Schneider

The goal of the College of Arts and Sciences is to foster a learning community committed to addressing the fundamental problems of society with a spirit of inquiry, mutual respect, and intellectual excitement and to prepare students to understand and appreciate a broad range of peoples and cultures so they may exercise moral leadership in a pluralistic world. In this way, the College is central to Santa Clara's Jesuit, liberal education.

With more than 1,500 courses in the humanities, arts, social sciences, and natural sciences, the College offers an inclusive and welcoming academic environment, providing:

- a common educational experience for all undergraduate students at Santa Clara through the University's Core Curriculum;
- majors in 37 subject areas;
- departmental and interdisciplinary minor programs; and
- opportunities for advanced study in a student's particular area of interest.

All undergraduate students at the University explore the sciences and liberal arts through the University's Core Curriculum that challenges them to develop open and critical thinking, to communicate effectively, to work with complex methods of inquiry, to understand diverse cultures and peoples, and to appreciate the demands of ethical decision making. Those who select majors or minors in the College have the opportunity to develop specialized knowledge and skills in areas of concentration that reflect their personal interests and talents. Students are encouraged to use elective courses to pursue particular interests beyond their chosen major. In addition to selecting individual courses, students have the opportunity to organize their electives around minors and emphases in many departmental and interdisciplinary programs throughout the College.

The College of Arts and Sciences offers a variety of student-faculty research opportunities and ongoing mentoring relationships in which students work closely with faculty members in the creation of knowledge or original artistic works. These opportunities include research assistantships throughout the College in the arts, humanities, and natural and social sciences.

### UNDERGRADUATE DEGREES

The College of Arts and Sciences confers the degree of Bachelor of Arts in Ancient Studies, Art History, Chemistry, Classical Studies, Communication, English, French and Francophone Studies, German Studies, Greek, History, Individual Studies, Italian Studies, Latin, Latin and Greek, Music, Philosophy, Religious Studies, Spanish Studies, Studio Art, and Theatre Arts. The College also confers the Bachelor of Science in Anthropology, Biology, Chemistry, Combined Sciences, Computer Science, Economics, Engineering Physics, Environmental Science, Individual Studies, Liberal Studies, Mathematics, Physics, Political Science, Psychology, and Sociology. In addition, companion majors are available in Environmental Studies and in Women's and Gender Studies.

### REQUIREMENTS FOR THE BACHELOR OF ARTS

To qualify for the Bachelor of Arts degree, students must complete a minimum of 175 quarter units of credit and satisfy the requirements of the University Core Curriculum, the College of Arts and Sciences, and the departmental major.

#### University Core Curriculum

##### *English*

Two courses in composition

- ENGL 1 and 2 or equivalent

One course emphasizing writing from the list of approved courses

##### *Religious Studies*

Three courses in religious studies or from the list of other approved courses

- One course each at the introductory, intermediate, and advanced level taken in sequence
- The introductory-level course normally is taken during the freshman year
- The advanced-level course must be taken after completing 88 quarter units

##### *United States*

One course from the list of approved courses

##### *Western Culture*

Three courses in one of the following sequences:

- ARTH 11, 12, 13
- ENGL 11, 12, 13
- HIST 11, 12, 13
- HNRS 11, 12, 13
- MUSC 11, 12, 13

- PHIL 11, 12, 13
- THTR 11, 12, 13

### ***World Cultures and Societies***

Two courses from the list of approved courses with at least one area studies/regional course

### ***Social Sciences***

One course from the list of approved courses

### ***Mathematics and Natural Sciences***

Three courses:

- One course in mathematics
- One laboratory course in natural science
- One additional course in either mathematics or natural science (MATH 3, 9, 10, 44, 45, or 61 cannot be used to satisfy this requirement)

### ***Second Language***

Native English-speaking students fulfill this requirement in one of three ways:

- Successful completion of the third course of the first-year, college-level sequence in a classical or modern foreign language
- Demonstration of an equivalent level of proficiency by passing a language proficiency examination supervised by the departments of Classics or Modern Languages and Literatures
- A minimum score of 4 on the Advanced Placement Examination in a classical or modern foreign language

Students for whom English is not their native language may satisfy this requirement by submitting a petition to the chair of the Department of Modern Languages and Literatures and the chair of the University Core Curriculum Committee with professionally recognized documentation of proficiency in a language other than English.

### ***Technology***

One course from the list of approved courses

### ***Ethics***

One course from the list of approved courses

### **College of Arts and Sciences Requirements**

#### ***Fine Arts***

A minimum of 4 quarter units from the list of approved courses

### ***Ethnic Studies/Women's and Gender Studies***

One ethnic studies or women's and gender studies course from the list of approved courses

### **REQUIREMENTS FOR THE BACHELOR OF SCIENCE**

To qualify for the Bachelor of Science degree, students must complete a minimum of 175 quarter units of credit and satisfy the requirements of the University Core Curriculum, the College of Arts and Sciences, and the departmental major.

### ***English***

Two courses in composition

- ENGL 1 and 2, or equivalent

One course emphasizing writing from the list of approved courses

### ***Religious Studies***

Three courses in religious studies or from the list of other approved courses:

- One course each at the introductory, intermediate, and advanced level taken in sequence
- The introductory-level course normally is taken during the freshman year
- The advanced-level course must be taken after completing 88 quarter units

### ***United States***

One course from the list of approved courses

### ***Western Culture***

Two courses in one of the following sequences:

- ARTH 11, 12, 13
- ENGL 11, 12, 13
- HIST 11, 12, 13
- HNRS 11, 12, 13
- MUSC 11, 12, 13
- PHIL 11, 12, 13
- THTR 11, 12, 13

### ***World Cultures and Societies***

Two courses from the list of approved courses with at least one area studies/regional course

### ***Social Sciences***

One course from the list of approved courses

***Mathematics and Natural Sciences***

Four courses:

- A minimum of two courses in mathematics (MATH 3, 9, 10, 44, 45, or 61 cannot be used to satisfy this requirement)
- A minimum of two courses in natural sciences, including at least one laboratory science course

***Second Language***

Majors in Social Sciences:

- Successful completion of the third course of the first-year, college-level sequence in a classical or modern foreign language
- Demonstration of an equivalent level of proficiency by passing a language proficiency examination supervised by the departments of Classics or Modern Languages and Literatures
- A minimum score of 4 on the Advanced Placement Examination in a classical or modern foreign language

Majors in Mathematics and Natural Sciences:

- Successful completion of the second course of the first-year, college-level sequence in a classical or modern foreign language
- Demonstration of an equivalent level of proficiency by passing a language proficiency examination supervised by the departments of Classics or Modern Languages and Literatures
- A minimum score of 4 on the Advanced Placement Examination in a classical or modern foreign language

Students for whom English is not their native language may satisfy this requirement by submitting a petition to the chair of the Department of Modern Languages and Literatures and the chair of the University Core Curriculum Committee with professionally recognized documentation of proficiency in a language other than English.

***Technology***

One course from the list of approved courses

***Ethics***

One course from the list of approved courses

**College of Arts and Sciences Requirements*****Fine Arts***

A minimum of 4 quarter units from the list of approved courses

***Ethnic Studies/Women's and Gender Studies***

One ethnic studies or women's and gender studies course from the list of approved courses

**MINORS IN THE COLLEGE OF ARTS AND SCIENCES**

The College of Arts and Sciences offers departmental and program minors in ancient studies, anthropology, art history, biology, chemistry, classical languages and literatures (Latin or Greek), classical studies, communication, computer science, creative writing, dance, economics, English, environmental science, environmental studies, ethnic studies, French and Francophone studies, German studies, history, Italian studies, Japanese studies, mathematics, music, musical theatre, philosophy, physics, political science, religious studies, sociology, Spanish studies, studio art, theatre, women's and gender studies. Descriptions of the departmental and program minors and associated requirements can be found in the appropriate department or program section of this chapter.

In addition, the College administers interdisciplinary minors in Asian studies, biotechnology, Catholic studies, medieval and Renaissance studies, and urban education. Descriptions of the interdisciplinary minors and the associated requirements can be found in Chapter 6, Interdisciplinary Minors and Other Programs of Study.

**CENTERS, INSTITUTES, AND SPECIAL PROGRAMS****Center of Performing Arts**

The Center of Performing Arts consists of Santa Clara University students, faculty, and staff working in theatre, dance, and music who, with the resources of their academic departments, serve the University and local community by providing a rich season of performance events. Promoting the performing arts through a variety of programs, the Center encourages the interdisciplinary exploration of performance as a way of encountering, knowing, and acting in the world. The Center also encourages and supports the creative expression of Silicon Valley artists by providing performance space for local arts organizations.

**Environmental Studies Institute**

The Environmental Studies Institute is an interdisciplinary community of scholars – composed of faculty, staff, and students – dedicated to understanding the interactions between humans and the natural world. The Institute serves local and global communities by addressing environmental issues through education, research, and leadership. The Institute's faculty members involve undergraduates in interdisciplinary research, give lectures to enhance public understanding of environmental issues, and serve as experts on environmental advisory panels. The bachelor-level degrees in Environmental Science and Environmental Studies challenge undergraduates to integrate knowledge and research in the natural and social sciences with ethics, service, and leadership to promote a sustainable world. The Institute provides a variety of campus and community programs including seminars, internships, and opportunities for research, service, and study abroad.

**Office of College Special Programs**

The Office of College Special Programs works with students from traditionally underrepresented groups through innovative outreach and support programs. The relationship with students begins with high school students in the Eastside Union High

School District and extends through college and beyond with the goal of developing leaders who will make an immediate impact on their communities. Managed through the Liberal Studies Program, programs include the Eastside Future Teachers Project, High School Scholars Academy, SAT Workshop, Math Masters, Urban Educators Forum, and Teachers Who Inspire Excellence.

## DEPARTMENT OF ANTHROPOLOGY

*Professor:* George D. Westermark

*Associate Professors:* Luis Calero, S.J., Mary Elaine Hegland, Lisa Kealhofer

*(Department Chair),* Russell K. Skowronek

*Assistant Professor:* Michelle Bezanson

The Department of Anthropology offers a degree program leading to the Bachelor of Science in Anthropology. A solid undergraduate foundation in anthropology secures the analytical skills needed to undertake professional degrees in anthropology, business, law, or social services or provides a foundation for embarking on a number of other professional careers. A minor in anthropology also is available. Special emphasis programs and honors thesis options are offered to qualified majors.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in anthropology must complete the following departmental requirements:

- ANTH 1, 2, 3
- SOCI 1 and ANTH 50 or POLI 50
- ANTH 110, 112, 114
- Six additional approved upper-division courses in anthropology, including at least one selected from each of the following four groups: biological (ANTH 130–139), archaeological (ANTH 140–149), cultural (ANTH 150–179), and regional (ANTH 180–189)
- ANTH 198 or an alternate experience approved by the department chair
- An introductory statistics course

### Emphasis Programs in Anthropology

Anthropology majors have the option of completing a special emphasis program to complement their majors. The emphasis is not a narrow specialization but reflects competence in the applied fields of the discipline. Completion of special emphasis programs will be noted on student transcripts with the approval of the department chair.

The *emphasis in applied anthropology* prepares students to use anthropological knowledge to address pressing human problems in careers outside the University.

Through coursework and related internships, students will gain a better understanding of how anthropological knowledge and skills can be used practically in occupations related to health and medicine, international development, environment, government, business, education, immigration, and poverty.

The *emphasis in archaeology* focuses on a deeper understanding of the human past and how it is studied. This is a possible course of study for majors with an interest in employment in cultural resource management or graduate study in archaeology.

The *emphasis in law and society* combines anthropology with the study of legal institutions and conflict resolution. This is a possible course of study for majors planning careers in law or law enforcement.

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in anthropology:

- ANTH 1 or 2
- ANTH 3
- One additional lower-division anthropology course
- ANTH 110
- Two approved upper-division anthropology courses

### LOWER-DIVISION COURSES

#### 1. *Introduction to Biological Anthropology*

This course examines past and present relationships between human biology and behavioral diversity. Using an anthropological and evolutionary framework, we look at how human variation is measured, our place in nature, human genetics, human and nonhuman primate biology and behavior, the human fossil record, and the origin and meaning of human biological and behavioral variation. (4 units)

#### 2. *Introduction to Archaeology*

Survey of the evolution of human culture during the prehistoric period in the Old World and the New World. Examination of the methods archaeologists use to study the past. (4 units)

#### 3. *Introduction to Social and Cultural Anthropology*

Concept of culture, the development and evolution of social and cultural analyses of the major subsystems of culture (economic, ethnological, social and political organizations, philosophy, and world-view), and selected issues of social concern; racism, cultural determinism, cultural relativity. (4 units)

#### 4. *Vanished People and Lost Civilizations*

Examination of “popular anthropology.” Humans and their culture, human origins, and the development and understanding of human behavior. Evaluation of theories and assumptions in the popular literature in light of current anthropological knowledge. (4 units)



### 5. *Popular Culture and Bioanthropology*

From King Kong to Clan of the Cave Bear, students examine popular culture interpretations of biological anthropology. After reviewing the history of biological anthropology, we analyze popular avenues (film, cartoons, newspapers, fiction) through which the public has been informed about human variation, the human fossil record, primate behavior, and human genetics. (4 units)

### 50. *World Geography*

Introduction to the geographical perspective—a spatial viewpoint—in the study of the locations and distributions of physical and human phenomena on the earth's surface. Major global social, political, and economic problems discussed. (4 units)

### 56. *Anthropology of Religion*

Relationship between religion to culture, personality, and social organization. Theories on the functioning of myth, ritual, and symbolism. Religious leaders, interpretations of death and afterlife, traditional curing, and religious movements and cults. (4 units)

### 86. *Native American Cultures*

Study of the range of variation in Native American cultures. Examination of

changes in recent history as well as contemporary issues. (4 units)

### 88. *Women and Gender in the Middle East*

Examination through monographs, novels, guest speakers, and films of the situations and activities of Middle Eastern women in a variety of geographical and class settings. Women in economic and political process, family and kinship, war, and revolution. Women and gender symbolism as related to politics, development, social change, and religious resurgence. (4 units)

### 90. *Cross-Cultural Study of Women and Gender*

Cross-cultural examination of the roles, statuses, and gender constructions of females and males through monographs, films, and guest speakers. Exploration of factors affecting the lives of women and men, such as domestic and public realms of activities, political and economic factors, social change, religion, family, and socialization. (4 units)

### 91. *Lower-Division Seminar in Anthropology*

Seminar for freshmen and sophomores on selected issues in anthropology. *By permission of the instructor only.* (4 units)

### 112. *Anthropological Methods*

Logic of research procedures and theoretical issues associated with anthropological practice. Skills and methods of designing and analyzing research explored in readings and exercises. *Required for majors in anthropology. Prerequisites: ANTH 1, 2, 3, with grades of C– or better, or special permission of the department chair.* (5 units)

### 114. *Senior Project*

An in-depth senior seminar in one of the four subfields of anthropology. Topic will change annually. Required for majors in anthropology. *Prerequisite: ANTH 112 with a grade of C– or better, or special permission of the department chair.* (5 units)

### 130. *Primate Behavioral Ecology*

Fundamental concepts related to the study of primate behavior and ecology. Course focuses on the theoretical frameworks that guide primate behavioral studies, including in-depth empirical exploration of adaptation, comparative primate behavior, ecology, field studies, and classification. 'How do we know what we think we know?' Critical evaluation of core concepts in primate behavioral ecology as well as data collection, presentation, and interpretation in primate field studies. (5 units)

### 132. *Human Evolution*

How do we know what we think we know about human evolution? Students explore this question by reading primary literature, examining fossil and comparative data, and exploring popular misconceptions about human evolution and diversity. Class reviews evolutionary theory and the varying levels with which evolutionary analysis can be applied to understanding past and present variation. These concepts are applied to three main areas of human evolution, including comparative behavior and biology, the hominin fossil record, and the basis for modern human diversity. (5 units)

### 133. *Human Nutrition and Culture*

Study of the interactions of biology and culture in shaping the dietary patterns and nutritional status of human beings. Discussion of the evolution of the human diet and nutritional requirements; the basic principles of human nutrition and nutritional assessment; and the social,

economic, and political factors that influence the nutritional health of human societies today. Includes dietary assessment and interpretation exercises. (5 units)

### 134. *Health, Disease, and Culture*

Emphasizes the study of health and disease in ecological perspective; the influence of culture on the ways people explain and treat illness, stress, and healing; and the complexities of health care delivery in pluralistic societies. (5 units)

### 135. *Human Development and Sexuality*

Examination of evolutionary, biological, and sociocultural aspects of human growth, development, and sexuality throughout the life cycle. Special emphasis on prenatal development, pregnancy and birth, infancy and young childhood, adolescence, and old age in a range of societies. (5 units)

### 136. *Forensic Anthropology*

Using physical remains to learn what we can about the age, gender, and other characteristics of deceased people, including their nutrition, exposure to diseases, experience with serious accidents, and causes of death. (5 units)

### 140. *Food, Culture, and the Environment*

Exploration of the history and impact that food choices have made on human societies. Several foods that have become staples in the world today, like sugar, pepper, and various grains, have significantly affected the environment, patterns of land use, economy (both local and global), cuisine, and the meaning of meals and food sharing. Specific foods will be used to delve into these repercussions, both intended and unintended, of production. (5 units)

## UPPER-DIVISION COURSES

### 110. *Anthropological Theory*

In-depth treatment of innovations and developments in anthropological thought. Emphasis on explaining what is essential about particular theoretical frameworks and their integration across anthropological subdisciplines. *Required for majors and minors in anthropology.* (5 units)

**142. Environmental Archaeology**

How archaeologists use the environment to understand past human societies. Use of geological, historical, and geographical techniques to study ancient environments. Discussion topics include issues of human evolution, complexity, symbolism, social interaction, and technology. Discussion of the data and arguments offered for the role of environments in creating and shaping cultures—how do environments and people shape each other? (5 units)

**145. Historical Ecology**

Historical ecology investigates the historical relationships between cultures and their environments. Students will use various types of data, including historical documents, maps, and land use information, to learn how to reconstruct the historical ecology of the Santa Clara Valley. (5 units)

**146. Perspectives on the Spanish and Native American Experience**

Examines the Spanish penetration and conquest of the New World. Considers changes that influenced both the Native Americans and European immigrant populations to form new ethnic groupings. Ethnohistorical, documentary, and archaeological records applied to explore relevant topics. (5 units)

**147. Archaeology of Complex Societies**

The world and people have changed radically in the last 10,000 years with the domestication of plants and animals and the development of cities and states. We examine the archaeological evidence in different regions of the world (after 12,000 B.C.) to understand how and why these transformations occurred. (5 units)

**148. Historical Archaeology**

Introduction to the discipline of historical archaeology. Its emergence and development, including controversies regarding its relationships with the larger fields of history and anthropology. Introduction to the variety of data sources used by historical archaeologists to aid in interpretation of the historical past. (5 units)

**150. Religion in Culture and Society**

Cross-cultural examination of religions in a range of human societies. Emphasis on religious pluralism, religious movements, and secularism in the contemporary world. (5 units)

**151. Law and Society**

Current issues in the study of law and society. Exploration of legal systems at various levels of societal complexity to understand the basis for social control in all human societies. Courts, legal professions, and politics from a cross-cultural perspective. (5 units)

**152. Political Anthropology**

Cross-cultural examination of political behavior in a range of human societies and the effects of social, cultural, and environmental factors on political organization. Religion and politics, the role of women in politics, ethnic competition, secret societies, political ritual and ceremony, and the effects of colonialism and economic change. Special emphasis on the relationship between local communities and national governments. (5 units)

**154. Environmental Anthropology**

Survey of the theories, methods, and applications of the environmental perspective to the cultural attributes of

past and present human populations. Emphasis on the relationship between the natural environment and human cultural systems. Current approaches to the impact of globalization on indigenous cultures. (5 units)

**155. Conflict Resolution**

Examines sources and responses to conflict in varied social and cultural contexts. Emphasis on application of negotiation, mediation, and arbitration in different fields. (5 units)

**156. Anthropology of Muslim Peoples and Practices**

Examination of the variety of religious experiences, activities, and interpretations, and the place of Islam in current social and political life such as community organization, local-level politics, governments and political resistance, women's roles and gender, and contact with the West. Discussion about underlying reasons for the resurgence of Islam and effects for Muslim peoples and societies. (5 units)

**157. Family and Kinship**

Ways in which kinship and family life can be organized. Causes and consequences of different family patterns. How families differ across cultures, over time, and among different groups in the United States. (5 units)

**158. Applied Anthropology**

Application of anthropological knowledge to contemporary human problems. Topics range from the introduction of new crops in agricultural development to miscommunication in international business. Concerns of education, health, and volunteer services. Implications of ethical problems and theories of social change. (5 units)

**159. Critiquing Cultural Development**

Examines issues of change in “developing” countries. Emphasis on exploring and discussing issues related to student study-abroad and immersion experiences in regional, national, and global contacts. (5 units)

**172. Anthropology of Aging**

Examination of aging and the elderly in a range of human societies. Emphasis on social change, gender, and social and geographic mobility, as well as social, political, and cultural differences in understanding how the elderly adapt to, and cope with, the modern world. (5 units)

**180. Study of Selected Cultures**

Examination of the social life, culture, and institutions of geographic areas and culture zones not otherwise covered in ANTH 181-188 regional studies course series. (5 units)

**181. Pacific Island Societies**

Examination of the societies of the three culture areas of the Pacific: Melanesia, Micronesia, and Polynesia. Comparison of archaeological evidence, traditional ecological adaptations, social organization, and belief systems. Colonialism, economic change, migration, and political independence. (5 units)

**185. Peoples of Latin America**

Examines the diversity of Latin America, a continent of great physical, archaeological, cultural, and socioeconomic contrasts; the mix of races and cultural traditions; human adaptation to the natural environment; economic and social inequalities; and the common heritage of Latin American peoples. (5 units)

**186. Mesoamerican Prehistory**

A survey of the prehistoric cultures of Mesoamerica from earliest human occupation to European colonization. Examines the origins of agriculture, village life, and the rise and fall of state-level societies through the work of archaeologists and epigraphists. Consideration given to the ecological adaptations, social organization, and belief systems of the Aztecs, Toltecs, Maya, and the inhabitants of Teotihuacan. (5 units)

**188. People, Culture, and Change in the Middle East**

Examination of people's lives, social organization, and change in the Middle East through archaeological evidence, ethnographies, film, and novels. Emphasis on political culture, the fate of tribal peoples and peasants under modernizing nations, women in society and gender symbolism, contact with the West, Islam and religious resurgence, and revolution. (5 units)

**189. North American Prehistory**

Survey of the prehistoric cultures of North America and Northern Mexico from earliest human occupation to European colonization. (5 units)

**193. Advanced Seminar in Anthropology**

Seminars for juniors and seniors on selected topics in anthropology. *By permission of the instructor only.* (5 units)

**196. Archaeological Method and Theory**

Introduction to the techniques of discovery and analysis that archaeologists have found useful in research. Special attention to sampling techniques in survey and excavation. Classification techniques for measuring parameters of prehistoric demography, diet, craft specialization, and exchange. (5 units)

**197. Field Course in Anthropological Method**

On-site anthropological field research. Practical experience in the basic techniques of observation and field analyses. *By permission of the chair and instructor only.* (5 units)

**198. Internship**

Opportunity for students to work and conduct anthropological analyses in community agencies, museums, government agencies, and political or industrial organizations. May be repeated for credit with approval of the chair. *Required for majors in anthropology. Must receive approval of the internship coordinator prior to registration.* (5 units)

**199. Directed Reading/Directed Research**

Intensive reading in areas not emphasized by the department. Independent research on specific topics not fully covered in departmental courses. May be repeated for credit with approval of the chair. *Written departmental approval necessary prior to registration.* (5 units)

**DEPARTMENT OF ART AND ART HISTORY**

*Professors:* R. Kelly Detweiler (*Department Chair*), Samuel R. Hernandez

*Associate Professors:* Brigid S. Barton, Bridget R. Cooks Cumbo, Susan Felter,

Kathleen Maxwell

*Assistant Professors:* Katherine Aoki, Blake de Maria, Don Fritz,

Katherine L. Morris, Andrea Pappas

*Senior Lecturer:* Gerald P. Sullivan, S.J.

The Department of Art and Art History offers a degree program leading to the Bachelor of Arts in two undergraduate majors, art history and studio art, with courses in both disciplines fostering a thorough understanding of both the history and practice of art. Department faculty encourage interdisciplinary connections with the Santa Clara community through course offerings that fulfill a wide range of College and University Core Curriculum requirements, as well as courses through the Residential Learning Communities and the University Honors Program.

**ART HISTORY**

The art history major at Santa Clara is distinguished by excellent teaching and mentoring, challenging coursework, as well as opportunities for study abroad, peer educating, and student internships at local and Bay Area institutions. Moreover, we support, in conjunction with our fully accredited campus museum, *Explore with Me*, a docent-training program for our students. Advanced art history majors are encouraged to participate in our annual Art History Symposium and the Art History Research Paper Competition. The art history major features numerous opportunities for personal and professional growth to understand better the meanings and purposes of the visual arts, including their historic development, their roles in society, and their relationships to other fields in the humanities. Students learn to think critically and communicate clearly about works of art. The art history major develops the following skills: knowledge acquisition, critical thinking, analysis of *visual* and *textual* sources, advanced research and writing skills, and sophisticated oral presentations. These intellectual skills enable art history majors to pursue a diversity of interests in a wide spectrum of fields and professions, including graduate work in art history.

**STUDIO ART**

Studio art majors develop comprehensive skills necessary for careers in either the fine or commercial arts. Faculty members emphasize the development of conceptual and technical competence, as well as critical analysis of the student's own work and that of others. By graduation, every student develops a body of original artwork to be exhibited in a senior show in the department gallery. Students are required to articulate an artist's statement reflecting their own engagement with the creative process, in conjunction with their senior show.

Studio art majors take all three sections of the Western culture art history sequence and are encouraged to continue with one or more courses in 20th-century or contemporary art. The Studio Seminar is highly recommended for all studio majors and

should be taken in the third or fourth year. At the end of each year, students are encouraged to submit their work to the Annual Student Art Exhibit and to compete for an array of prizes. Studio art majors may continue to develop their skills in graduate school, or may choose to move directly into art-oriented jobs.

### REQUIREMENTS FOR THE MAJORS

In addition to fulfilling the University Core Curriculum and the College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in art history or studio art must complete the following departmental requirements:

#### Major in Art History

- ARTH 11, 12, and 13
- Two approved studio art courses, except ARTS 70
- ARTH 190
- Eight additional courses from ARTH 14-198, only two of which can be lower-division courses. ARTH 199 may be substituted for one of these courses. The six upper-division courses must equal 30 units. Only 4 units of Art History 98/198 may count toward the major.
- One additional approved upper-division art history or studio art course

#### Major in Studio Art

- One course from ARTS 30-50, or approved equivalent upper-division course
- One course from ARTS 63, 64, 163, or 164
- ARTH 11, 12, 13
- Six additional approved studio art courses, except ARTS 70; upper-division preferred
- One course from ARTH 100-199
- Two additional approved art history or studio art courses

Studio art or art history courses taken during a term of study abroad normally may be applied to no more than half of the requirements for a major or minor in studio art or art history. Students who wish to receive credit toward a major or minor for studio art courses taken at affiliated study abroad programs must be able to document their work for review by members of the department's faculty.

### REQUIREMENTS FOR THE MINORS

#### Minor in Art History

- Students must fulfill the following requirements for a minor in art history:
- Two courses from ARTH 11, 12, 13
  - One approved studio art course, except ARTS 70

- Four additional courses from ARTH 14-198, only one of which may be lower division. The three upper-division courses must equal 15 units, and at least two of the upper-division courses must be taken at Santa Clara. Only 4 units of Art History 98/198 may count toward the minor.

#### Minor in Studio Art

Students must fulfill the following requirements for a minor in studio art:

- One course from ARTS 30-50 or approved upper-division equivalent
- One course from ARTS 63, 64, 163, 164
- Three additional approved studio art courses, except ARTS 70; upper-division preferred
- One course from ARTH 11, 12, 13
- One other lower-division art history course

### LOWER-DIVISION COURSES: ART HISTORY

#### 11. *Western Culture: Art History I*

Interdisciplinary introduction to the art, architecture, and culture of the West, from the ancient Mediterranean through medieval Europe. Topics may include the relationship between Greek art and politics, daily life in ancient Rome, Pompeian wall painting, early Christian art, the origins of Islam, and the function and culture of pilgrimage in the Middle Ages. (4 units)

#### 12. *Western Culture: Art History II*

Interdisciplinary introduction to the art, architecture, and culture of Western Europe from approximately 1200–1700 C.E. Topics may include medieval manuscript illumination, artistic and cultural reactions to the plague, the rise in the status of the artist and the cities of Florence, Rome, Venice, and Paris, the Protestant Reformation, and the nude in early modern painting. (4 units)

#### 13. *Western Culture: Art History III*

Interdisciplinary introduction to the art, architecture, and culture of modern Europe and the United States from the 18th century to the present. Topics may in-

clude Romanticism, Neoclassicism, Impressionism, and the development of modern art through the mid-20th century. (4 units)

#### 46. *Introduction to African American Art*

Investigation of the history and aesthetics of African American art with an emphasis on the politics of cultural representation. Use of course readings and class discussion as the primary means of visual analysis. (Also listed as ETHN 31.) (4 units)

#### 48. *Native Arts of the Americas*

Introduction to the indigenous arts and architecture of North, South, and Central America. Focus may include cultures of ancient Mexico, the Great Plains, and the American Southwest. Classroom lecture and discussion, plus a visit to a local museum. (4 units)

#### 97. *Special Topics*

Occasional courses in selected art historical topics. May be repeated for credit. (4 units)

**98. Internship/Practicum**

Individual projects in conjunction with professional visual arts agencies. May be repeated for credit, but ARTH 98 units

**UPPER-DIVISION COURSES: ART HISTORY****104. Greek Art and Architecture**

Examination of Greek art from the Archaic through the Hellenistic periods. Developments in architecture, sculpture, vase painting, and wall painting will be addressed in their cultural context. (5 units)

**106. Art and Architecture of the Roman Republic and the Early Empire**

Chronological survey of artistic development in Republican and Imperial Rome. Related issues include the influence of Greek and Etruscan art, the relationship between political ideology and public art programs, and the impact of improved materials on building design. (5 units)

**110. Early Christian and Byzantine Art**

Christian art and architecture from the catacombs in Rome through the early 14th century in Byzantium. Highlights include the Constantinian monuments of Rome, Justinianic Ravenna and Constantinople, iconoclasm, and the Macedonian "Renaissance." (5 units)

**112. The Art of the Book**

Covers select developments in the illustrated book between the 5th and 15th centuries C.E. Topics for discussion may include the earliest preserved classical and religious codices, Anglo-Saxon manuscripts, Carolingian and Ottonian manuscript illumination, Romanesque and Gothic manuscript illumination, and Byzantine manuscript illumination. (5 units)

will not count toward the major. *Prerequisite: Written proposal must be approved by on-site supervisor, art history faculty member, and department chair.* (2-5 units)

**114. Early Medieval Art**

Art and architecture in Western Europe from the early Middle Ages to circa A.D. 1000. Hiberno-Saxon, Carolingian, and Ottonian art discussed in their respective political, intellectual, and cultural contexts. (5 units)

**116. Romanesque and Gothic Art**

Study of religious art and architecture in Western Europe from the 11th through the 14th centuries. Comprehensive survey of the high Middle Ages that considers structural form, technique, sculptural programs, and related minor arts. (5 units)

**120. 15th-Century Florentine Art**

Concentration on painting and sculpture produced in 15th-century Florence. Works will be examined from a cultural and social context. Topics of discussion include the rise of the Medici family; civic patronage; the relationship between art, science and religion; the visual construction of gender identity; domestic art; perceptions of the nude figure in religious paintings; and the early career of Leonardo da Vinci. (5 units)

**121. Venice and the Other in Renaissance**

Concentrates on the art and culture of the Venetian Republic c. 1400–1650 C.E., specifically the visual culture produced by and/or associated with ethnic and social groups excluded from the highest echelons of Venetian society. Areas of inquiry include Muslim merchants living in the city, construction of the Jewish ghetto, Ethiopian servant

community, courtesan culture, convent life, the material culture of exorcism, witchcraft, and dwarfism. *Prerequisite: Upper-division status or consent of instructor.* (5 units)

**122. The Art of Early Modern Rome**

In-depth examination of the painting, sculpture, and architecture in the Papal States during the 15th and 16th centuries. Special attention will be placed upon the decoration of the Vatican, the careers of Michelangelo and Raphael, and the artistic reaction to the Sack of Rome. (5 units)

**123. Architecture in Early Modern Europe**

Survey of European built environment from 1350–1700 C.E. Issues to be discussed include palace construction, the domestic interior, engineering developments, the relationship between emerging religious ideologies and church architecture, ephemeral architecture, urban planning, garden design, the rise of the professional architect, Palladian villas, and English country houses. (5 units)

**128. 17th-Century Italian Painting and Sculpture**

In addition to the visual agenda of the counter-reformation, topics for discussion include Caravaggio's homoerotic works, Artemisia Gentileschi and feminist art historiography, theatricality in the work and writings of Gian Lorenzo Bernini, and the influence of Galileo upon the visual arts. (5 units)

**133. History of Design in Britain: 1750–2000**

Overview of the history of design in Britain from the Industrial Revolution to the present. Examination of fashion, interior design, transport design, and

personal items. Offered only through SCU in London, Foundation for International Education. (5 units)

**135. European Art: 1780–1880**

Analysis of the culture and art of Europe from the era of the French Revolution to the end of the 19th century. We will address the relationship between politics and art, shifting class structures, and the increasing importance of the industrial revolution. Painting, sculpture, architecture, and other media will be covered. (5 units)

**137. Modern Art in Europe: 1880–1940**

The emergence of Modernism in Europe from the 1880s to World War II. The major movements of Expressionism, Cubism, and Surrealism will be studied in the larger context of political, social, and economic change. Painting, sculpture, architecture, and other media will be covered. (5 units)

**141. Native American Art: California and the Pacific Northwest**

Visual culture of the native peoples of California and the Pacific Northwest, from prehistory to the present. Emphasis on the role of the artist in society and on artistic responses to political and cultural change. (5 units)

**142. Native American Art: Special Topics**

Sustained analysis of specific time period or genre of Native American art. Emphasis on 20th-century/contemporary art. Topics may include: tourism/market forces, land and cultural preservation, post-colonialism, gender identity. Research paper will be required. (5 units)

**144. 18th and 19th-Century American Art and Visual Culture**

Visual and material arts from the Colonial period to the Gilded Age (c. 1880s). Issues examined may include the relationship between art and politics, self-fashioning through portraiture and the West. American national identity at home and abroad, landscape painting, photography, representations of democracy, citizenship, the Revolutionary and Civil Wars, and the creation of an audience for art in the United States. *ARTH 13 recommended.* (5 units)

**145. 20th-Century American Art and Visual Culture**

Visual culture in the United States from the Gilded Age (1880s) to circa 1985. Issues examined may include the relationship to European modernism; art, politics and American national identity; the government as patron for the visual arts, and the founding of major visual arts institutions. Other issues that may be examined include the Harlem Renaissance, "regional" arts including California, and the solidifying of an art audience in the United States. *ARTH 13 recommended.* (5 units)

**147. African American Women in the Visual Arts**

Exploration of the history of visual art created by African American women from the 18th century to the present in a variety of media including textiles, painting, sculpture, photography, and installation. Emphasis is placed on African American women's experiences, perspectives, and strategies for self-representation in the visual arts. *First-year students subject to administrative withdrawal.* (5 units)

**148. African Americans and Photography**

Examination of the history of photography in relationship to African American

culture through a variety of media from early daguerreotype processes to digital imagery. Emphasis is placed on African American photographers' experiences, perspectives, and strategies for representation in visual culture. *First-year students subject to administrative withdrawal.* (5 units)

**152. Pre-Columbian Art: From Olmec to Aztec**

Survey of the arts of the MesoAmerican region, from the Olmec to the Aztec. The Mayan civilization will be discussed at length; Peru and the Andes will not be covered. In addition to surveying the important sites and monuments of the cultures listed above, the course will focus on MesoAmerican concepts of time and space, the ritual calendar, warfare, blood sacrifice, shamanism, and the ballgame. (5 units)

**164. Islamic Art, 600–1350 C.E.**

Study of the art and architecture of the Islamic world with an emphasis on Jerusalem, Baghdad, Cairo, and Spain. Topics of discussion include the origin of Islam, mosque design and ornament, desert palaces, the Muslim reaction to classical antiquity, 1001 Arabian Nights, the transmission of Arab science and medicine to the West, manuscript illumination, and the decorative arts. *Prerequisite: Upper-division status, ARTH 11, or consent of instructor.* (5 units)

**183. Contemporary Art**

Case-study driven course examining developments in the visual arts of the last 20 years, primarily in the United States. Emphasis on critical tools and methods for appreciating, analyzing and researching traditional and contemporary art forms such as performance, installation, and video. Recent art controversies and landmark exhibitions will be addressed, along with the impact of consumer cul-

ture, feminism, and multiculturalism in the visual arts today. *Prerequisite: Upper-division standing and two art history courses or consent of instructor.* (5 units)

**186. History of Photography**

Examination of the social, political, and aesthetic aspects of photography from its inception in the 1830s to the present, primarily in the United States. Issues examined may include the creation and growth of popular and elite audiences for photography; journalistic, ethnographic, fashion and art photography; the role of photography in discourses of race, gender, and class; and photography in relation to modernism, postmodernism, and consumer culture. *ARTH 13 strongly recommended.* (5 units)

**188. Women in the Visual Arts**

Historical and theoretical approaches to women in the visual arts, 18th century to the present. Issues examined may include the training and status of women artists, dealers, patrons and collectors, images of women, and the impact of women's studies and feminism on the study of the visual arts. *ARTH 12 and 13 recommended or WGST 50, or permission of instructor.* (5 units)

**190. Art History Proseminar**

Origins of the discipline and its current methodologies. Techniques for effective research, analysis, writing, and oral presentation. Open to all students; required for all art history majors, preferably during their sophomore year. *Prerequisite: ARTH 11, 12, and 13.* (5 units)

**195. Art History Thesis**

Students with a GPA of 3.5 or better in the major may petition to write a thesis, typically in their senior year. The thesis will be based on a research paper written

for a previous upper-division course with the same instructor. *Prerequisite: Senior standing, demonstrated excellence in the major field, and permission of the instructor.* (5 units)

**196. Art History Seminar**

Advanced topics in the history, theory, and methods of art history as a discipline. Recent challenges and expansions to the discipline, such as the study of visual and material culture, may be considered. Focus of the seminar will vary with instructor. Recommended for all art history majors in their junior or senior year. Course requirements will include one or more writing projects entailing multiple drafts. (5 units)

**197. Special Topics**

Occasional courses in selected art historical topics. May be repeated for credit. (5 units)

**198. Internship/Practicum**

Individual projects in conjunction with professional visual arts agencies. May be repeated for credit, but only four credits of ARTH 198 will count toward the major. *Prerequisite: Written proposal must be approved by on-site supervisor, art history faculty member, and department chair.* (2-5 units)

**199. Directed Reading/ Directed Research**

Individual guided reading, research, and/or writing on selected art historical topics. May be repeated for credit but no more than 5 units will count toward the major. *Prerequisite: Course outline, reading list, and schedule of instructor/student meetings must be approved by art history faculty member and department chair 10 days prior to registration.* (1-5 units)

## LOWER-DIVISION COURSES: STUDIO ART

**30. Basic Drawing**

Introduction to various drawing media and techniques. Covers the use of line and contour, light and shadow, three-dimensional perspective and composition. Includes the concept of self-expression in traditional and contemporary drawing. Recommended as a foundation course, to be taken prior to other studio art courses. (4 units)

**34. Drawing From Nature**

Introduction to techniques and media for drawing wildlife in the field. Covers the use of line and contour, light and shadow, three-dimensional perspective and composition. Also covers the visual anatomy of birds. Scheduled only during Department of Biology summer travel programs offered through SCU International Programs. *Prerequisite: BIOL 157.* (4 units)

**35. Basic Printmaking**

Fundamentals of printmaking as an art form. Exploration of different media, such as linoleum and wood block carving, and the painterly medium of mono printing. (4 units)

**43. Basic Painting**

Introduction to painting, primarily with water-based acrylic paints. Through guided projects, students will develop a language of lines, shapes, colors, and composition to express their ideas visually. (4 units)

**46. Basic Watercolor**

Introduction to visual expression in the classic medium of transparent watercolor. Assignments will emphasize basic elements of shape, color, light, shadow, and composition. Previous experience in drawing recommended. (4 units)

**50. Basic B/W Camera and Darkroom**

Fundamentals of black-and-white photography as an art form, especially for the lower-division student. Includes basic camera vision and technique, and black-and-white darkroom work. Assignments attempt to stimulate visual awareness and individual creativity. Camera with manual shutter speeds and aperture capabilities required. (4 units)

**52. Snapshot Photography**

The fundamentals of technical and creative camera operation. Darkroom work is not included, but students will learn how to get the best results from low-cost film and print processing services. Concepts and shooting assignments offer a foundation in both black-and-white and color photography. (2 units)

**53. Introduction to B/W and Color Photography**

Immersion in the fundamentals of creativity and craft in photography, for B/W and color, digital and film cameras. Darkroom work is not included, but students will learn how to get good results from low-cost film and digital printing services. Includes shooting and printing assignments, as well as readings and discussion of photography as it relates to contemporary and historical theory and practice. *No prerequisite.* (4 units)

**63. Basic Ceramics**

Fundamentals of visual expression in clay, primarily through making ceramic sculpture. Especially suitable for the lower-division student. Guided exploration of various hand-building techniques and materials, including firing and glazing. May also include other techniques. (4 units)

**64. Basic Sculpture**

Fundamentals of making art in three-dimensional form, especially suitable for the lower-division student. Creative exploration of selected materials and techniques. Reductive, manipulative, and additive methods will be used as needed. Media varies each quarter at instructor's discretion. (4 units)

**70. Art in the Computer Age**

Taught using a combination of lecture, discussion, and hands-on computer art practices, this course explores the societal impact of the digital revolution in the arts. Presentations provide an overview of the ideas and technologies that contribute to "new media" art forms today. Hands-on activities include an introduction to art-making computer technology and XHTML coding. Does **not** satisfy the College of Arts and Sciences Fine Arts requirement. (4 units)

**74. Basic Computer Imaging**

Hands-on introduction to computer imaging for the lower-division student. Fundamental instruction in raster and vector drawing software to manipulate photographs and create original imagery.

Exploration of both fine art and commercial uses of digital media. Recommended as a foundation course, to be taken prior to other computer art courses. (4 units)

**75. Basic Graphic Design**

Hands-on computer course in the fundamentals of graphic design for the lower-division student. Projects lead students through page layout, creative use of type, effective communication, and other design issues. Emphasis on mastering desktop publishing software, with some use of raster and vector drawing software. Exploration of both fine art and commercial uses of digital media. *Prerequisite: ARTS 74 or 174, or consent of the instructor.* (4 units)

**97. Special Projects**

For lower-division students who wish to pursue an art project not covered in the *Bulletin*, under the direction of a studio art faculty member. Group meetings with the instructor to discuss progress. May be repeated for credit. *Open to majors and nonmajors with consent of instructor.* (4 units)

## UPPER-DIVISION COURSES: STUDIO ART

**100. Art for Teachers**

Designed for liberal studies majors and others who plan to teach at the K-5 level. Includes introduction to human visual perception, art-making fundamentals, and the educational use of historical and cultural art works. Through hands-on art exercises, students will learn how to guide the child's natural tendency to create and respond to imagery. Does not include actual teaching experience with K-5 children, but satisfies the Domain 4: Visual Art Standard for the Multiple Subject waiver program. *Suggested prerequisite: Any art or art history course is recommended.* (5 units)

**131. Life Drawing**

Theory and practice of figure drawing. Emphasis on understanding the anatomy of the human form as a resource for visual expression. May be repeated for credit. *Prerequisite: ARTS 30 or consent of the instructor.* (5 units)

**133. Advanced Drawing**

Continuation of ARTS 30 with an emphasis on the study of perspective and the anatomy of light and shadow as they relate to drawing three-dimensional forms. *Prerequisite: ARTS 30 or consent of the instructor.* (5 units)

**135. Printmaking**

Continuation and extension of ARTS 35. Elaboration and refinement of printmaking. Also appropriate for the upper-division student who wants to learn the fundamentals of printmaking as an art form. May be repeated for credit. (5 units)

**143. Painting**

Continuation and extension of ARTS 43. Further study of various styles, techniques, and media in painting. Also appropriate for the upper-division student who wants to learn the fundamentals of painting as an art form. May be repeated for credit. (5 units)

**144. Advanced Painting**

Designed for the intermediate to advanced-level painting student. Assignments help students develop conceptual and formal strategies to create a series of related works that revolve around each student's individual artistic interests. Painting form and technique, as well as conceptual content and meaning, will be explored in depth, through practice and discussion. *Prerequisite: ARTS 43 or 143, or consent of the instructor.* (5 units)

**148. Mixed Media Painting**

An intermediate-level course exploring the theory and practice of combining painting with other artistic elements to create primarily two-dimensional works. With the instructor's supervision, projects may incorporate unusual surfaces, small objects, fragments of other artwork, or text. May be repeated for credit. *Prerequisite: Any other ARTS course.* (5 units)

**150. Basic B/W Camera and Darkroom**

Fundamentals of black-and-white photography as an art form, especially for the upper-division student. Includes

basic camera vision and technique, as well as black-and-white darkroom work. Assignments stimulate visual awareness and individual creativity. Camera with manual shutter speeds and aperture capabilities required. May be repeated for credit by consent of the instructor only. (5 units)

**151. Exploring Society Through Photography**

Intermediate-level photography. Emphasis on black-and-white photography, including darkroom work. Includes the use of natural and artificial light in planned and semi-planned scenes of people and other subjects. Final projects appropriate to the interests and abilities of each student. Includes discussion of photography as it relates to contemporary fine art theory and practice. May be repeated for credit. (5 units)

**152. Snapshot Photography**

Covers the fundamentals of technical and creative camera operation. Darkroom work is not included, but students will learn how to get the best results from low-cost film and print processing services. Concepts and shooting assignments will give students a foundation in both black-and-white and color photography. (2 units)

**153. Introduction to B/W and Color Photography**

Immersion in the fundamentals of creativity and craft in photography, for B/W and color, digital and film cameras. Darkroom work is not included, but students will learn how to get good results from low-cost film and digital printing services. Includes shooting and printing assignments, as well as readings and discussion of photography as it relates to contemporary and historical theory and practice. *No prerequisite.* (5 units)

**154. Intermediate Photography**

Introduction to color for the intermediate photography student. Exploration of materials, techniques, and aesthetic issues, using both structured assignments and projects based on individual interests. Emphasis on using color print film in various lighting conditions and digital darkroom techniques with Adobe Photoshop to make ink jet prints. May be repeated for credit. *Prerequisite: ARTS 50 or 150, and ARTS 74 or 174, or consent of the instructor.* (5 units)

**155. Photography on Location**

Designed for intermediate students with film or digital cameras, who are interested in exploring the social and physical world in which we live. Includes both collaborative and individual shooting and printing projects, with field trips off campus to shoot on location, as well as visits to museums and related sites. Includes intermediate-level printing. Assignments consider the interests and abilities of each student. Includes discussion of contemporary photographic concepts and practice. May be repeated for credit. *Prerequisite: Any previous photography course, or consent of the instructor.* (5 units)

**156. Photography and Mixed Media**

Provides advanced students an opportunity to learn alternative photography processes, such as cyanotypes, van dyke printing, and emulsion transfers. Students will also be able to use photography with textiles and other surfaces, hand made books, assemblage and sculpture. *Prerequisite: any previous photography course, or consent of the instructor.* (5 units)

**163. Ceramics**

Continuation and extension of ARTS 63. Fundamentals of visual expression in clay, primarily through making ceramic sculpture. Also appropriate for the upper-division student who wishes to explore

various hand-building techniques and materials, including firing and glazing. May also include other techniques. May be repeated for credit. (5 units)

**164. Sculpture**

Continuation and extension of ARTS 64. Also appropriate for the upper-division student who wants to learn the fundamentals of sculpture as an art form. Creative exploration of selected materials and techniques. Reductive, manipulative, and additive methods will be used as needed. Media varies each quarter at instructor's discretion. May be repeated for credit. (5 units)

**165. Advanced Ceramics**

Suitable for the intermediate and advanced student. In-depth exploration of various hand-building techniques for creating ceramic sculpture, and related work. Includes discussion of aesthetic issues in contemporary ceramic art. Emphasis will be on the development of each student's artistic and technical interests and abilities, toward the goal of creating an individual collection of works. May be repeated for credit. *Prerequisite: ARTS 63 or 163, or consent of instructor.* (5 units)

**174. Computer Imaging**

Hands-on course in the fundamentals of computer imaging for the upper-division student. Introduction to the use of raster and vector drawing software to manipulate photographs and create original imagery. Exploration of both fine art and commercial uses of digital media through comprehensive assignments. May be repeated for credit by consent of the instructor only. (5 units)

**175. Graphic Design**

Hands-on computer course in the fundamentals of graphic design for the upper-division student. Projects lead students through page layout, creative use of type,



effective communication, and other design issues. Emphasis on mastering desktop publishing software, with some use of raster and vector drawing software. Exploration of commercial and artistic uses of digital media through comprehensive assignments. May be repeated for credit. *Prerequisite: ARTS 74 or 174, or consent of the instructor.* (5 units)

### 176. *Advanced Computer Imaging*

Designed for the intermediate-to-advanced level digital imaging student. Assignments help students develop conceptual and formal strategies to create a series of related works that center around each student's individual artistic interests. Raster- and vector-based imaging technique, as well as conceptual content and meaning, will be explored in depth through practice and discussion. *Prerequisites: ARTS 74 or 174 and ARTS 75 or 175, or consent of the instructor.* (5 units)

### 177. *Constructing Web Sites*

An intermediate- to advanced-level course in designing Web sites. Theoretical discussions and practical application of Web design, through the creation of multiple Web sites through both hand-coding and Web page layout applications. *Prerequisites: ARTS 70 and one course from ARTS 74, 75, 174, 175, or consent of the instructor.* (5 units)

### 178. *Advanced Graphic Design*

In-depth exploration of graphic design through advanced projects. Students will concentrate on the use of professional templates and guidelines to explore both the fine art and commercial uses of digital media within graphic design. Experimentation and creative play through advanced applications and practices. May be repeated for credit. *Prerequisites: ARTS 74 or 174 and ARTS 75 or 175, or consent of the instructor.* (5 units)

### 179. *Multimedia/Interactive Projects*

In-depth exploration of animation, digital storytelling, and interactivity. Students create storyboards, flipbooks, and vector/raster based animation. Sound and interface design will be explored to create interactive experiences on the computer. May be repeated for credit. *Prerequisites: Arts 74 or 174 and Arts 75 or 175, or consent of the instructor.* (5 units)

### 196. *Studio Art Seminar*

Exploration of and preparation for primarily academic post-graduate options in studio art. Includes portfolio and presentation development, artist statements and résumé writing, and photographing artwork. Also includes field trips to studios of artists, designers, and graduate schools. (5 units)

### 197. *Special Projects*

For advanced students who wish to pursue an art project not covered by courses in this *Bulletin*, under the direction of a studio art faculty member. Group meetings to discuss progress with one another and with faculty member. May be repeated for credit. Open to majors; *nonmajors need consent of instructor.* (1-5 units)

### 198. *Internship/Practicum*

Individual projects in conjunction with a professional visual arts organization. Variable units. May be repeated for credit. *Prerequisite: Written proposal must be approved by supervisory studio art faculty member and department chair.* (5 units)

### 199. *Directed Research/ Creative Project*

Tutorial work in studio art. May be repeated for credit, but no more than 5 units will count toward the major. *Prerequisite: Course outline and schedule of instructor/student meetings must be approved by studio art faculty member and department chair 10 days prior to registration.* (1-5 units)

## DEPARTMENT OF BIOLOGY

*Professors Emeriti:* Thomas N. Fast, John S. Mooring

*Professors:* Janice Edgerly-Rooks, William R. Eisinger, Dennis R. Parnell, S.J.

*Associate Professors:* Elizabeth P. Dahlhoff, James L. Grainger, Ángel L. Islas,

Michelle A. Marvier, Leilani M. Miller, Craig M. Stephens (*Department Chair*), David L. Tauck

*Assistant Professor:* Justen Whittall

The Department of Biology offers a program leading to the Bachelor of Science degree. The major provides students a broad background in biology, while allowing the opportunity to explore particular areas of biology in greater depth. The biology major serves as a strong foundation for graduate, medical, or professional studies, as well as for careers in teaching, research, and business. Most courses emphasize laboratory or field work, and students are also encouraged to work with faculty on research projects. Minor degrees in biology and related disciplines (biotechnology, biomedical engineering, and environmental studies) are available. The Biology Department also offers courses that satisfy the natural science requirement of the University Core Curriculum, which are available to all University students who are curious about the nature of life. Numerous study abroad opportunities in the life sciences, both for biology majors and nonmajors, are available through the International Programs office. Students are encouraged to participate in original research as part of their undergraduate training. Most faculty involve students in their research programs; opportunities also exist at neighboring institutions. Qualified students can obtain course credit for research by enrolling in BIOL 198.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in biology must complete the following departmental requirements:

- BIOL 21, 22, 23, 24, 25
- CHEM 11, 12, 13, 31, and 32 (CHEM 33 also suggested)
- PHYS 11, 12, 13 or PHYS 31, 32, 33
- MATH 11, 12 (MATH 9 is a suitable introduction to MATH 11 for students preparing for calculus)
- A minimum of seven approved upper-division biology courses, including five with a laboratory.

Five of the seven upper-division courses also must be from one of four areas of emphasis: biomedical sciences, cellular and molecular biology, ecology and evolution, or organismal and integrative biology.

## REQUIREMENTS FOR THE MINORS

Students must fulfill the following requirements for a minor in biology:

- Three upper-division biology courses, including two with a laboratory component

### Minors in Related Areas

**Biotechnology Minor** is designed for students interested in gaining insight into the science underlying biotechnology, exploring its potential for the future, and obtaining practical experience in laboratory techniques used in biotechnology research and its applications. See Chapter 6, Interdisciplinary Minors and Other Programs of Study for details.

**Environmental Studies Minor** provides an opportunity for students to focus on environmental issues through a variety of academic approaches in the humanities, social and natural sciences, engineering, and law. See Environmental Studies in this chapter for details.

**Biomedical Engineering Minor** is designed primarily for science majors in the College of Arts and Sciences. This minor could be a valuable asset for science majors interested in biomedical research and/or health-related careers, including those completing prerequisites for medical school and other health-related professional schools. See Chapter 5, School of Engineering, for details.

## PREPARATION IN BIOLOGY FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach biology in California secondary schools must pass the California Subject Examination for Teachers (CSET), a subject area competency examination. Students who are contemplating secondary school teaching in biology should consult with the coordinator in the Department of Biology as early as possible. The secondary teaching credential requires the completion of an approved credential program that can be completed as a fifth year of study and student teaching, or internship.

## LOWER-DIVISION COURSES

### 2. *Human Health and Disease*

Examination of human health and disease. Topics include what constitutes health, the nature of disease, how disease is studied, health promotion and life success strategies. Emphasis on homeostasis, human immunologic and systemic response to infectious and noninfectious diseases. Related discussions of important

human infections, heart disease, cancer, health impact of nutrition, reproductive health, human genetics and community health issues. (4 units)

### 3. *Fitness Physiology L&L*

Survey of how the human body functions to maintain a state of wellness. Exploration of the short-term responses to exercise and discussion of how the body

responds to long-term training programs. At the end of the course, students should be able to examine the design of exercise physiology experiments, as well as understand and interpret reports of health and exercise news in the popular press. Laboratory 15 hours. (4 units)

### 4. *Light and Life L&L*

Focus on the importance of plants and photosynthesis for the future of life on earth. Issues addressed include food production, plants as renewable energy sources, “greenhouse effect,” and using plants to remove toxic wastes from the environment. In the laboratory, students design experiments to examine the effects of environmental changes on plants. Laboratory 15 hours. (4 units)

### 5. *Endangered Ecosystems L&L*

An overview of earth’s ecosystems and the major factors contributing to the loss of biodiversity. Three major themes: (1) general ecological principles, especially focused on the structure and function of ecosystems; (2) factors contributing to the endangerment of ecosystems; and (3) the conservation of ecosystems and biodiversity. Global environmental problems, including several lectures highlighting current environmental and conservation issues here in California and within the San Francisco Bay Area. Laboratory 15 hours. (4 units)

### 6. *Oceans L&L*

Examination of major ocean ecosystems and their inhabitants, with special attention paid to issues of governmental policy, sustainability, and human impacts on marine ecosystems. Laboratory and field activities will emphasize hands-on exploration of local marine habitats. Laboratory 15 hours. (4 units)

### 9. *Cancer L&L*

If present trends continue, 40 percent of the people in the United States will be diagnosed with some form of invasive cancer during their lifetime, and two out of every three households in the United States will have someone affected by cancer. What is cancer? How does it arise? How is it stopped? This course is designed to present the basic biology of cancer: how DNA is damaged and either repaired or mutated; how several mutations in a cell can give rise to a benign tumor; how a benign tumor becomes malignant; and how it ultimately invades other tissues and spreads throughout the body. The course will also present information on how doctors fight this multi-step disease. Laboratory 15 hours. (4 units)

### 15. *The Human Embryo L&L*

Exploration of two major themes: a basic understanding of the biology of human reproduction and development; how our basic knowledge of human reproduction is being used by medical science to assist in reproductive processes and correct developmental errors. Case-based discussions will focus on topics that include genetic screening, stem cell research, in vitro fertilization, and environmental toxins and their effects on embryo development. Laboratory experiments will be linked to the case studies to illustrate the techniques and issues raised by these topics. Laboratory 15 hours. (4 units)

### 18. *Exploring Biotechnology L&L*

Exploration of contemporary biotechnology and the underlying science—how DNA, genes, and cells work. Laboratory experiments focus on DNA in a variety of contexts. Laboratory 15 hours. (4 units)

**19. Biology for Teachers L&L**

Specifically designed for candidates for Multiple Subject Teaching Credentials. Provides an overview of the life sciences, focusing on physiology and cell biology, ecology, genetics, and evolution. In addition, laboratory experiences introduce students to the scientific method, experimental design, data collection and analysis, and communication. Laboratory 15 hours. (4 units)

**21. Introduction to Physiology**

Introduction to general principles underlying homeostasis, and the relationship of anatomical form to biological function. The course will introduce students to the organization and function of cells, cellular metabolism, energy, nutrition, regulation, communication, gas exchange, circulation, and osmoregulation. *Prerequisite: Completion of or concurrent enrollment in CHEM 11.* (4 units)

**22. Introduction to Evolution and Ecology**

Introduction to key concepts in evolution and ecology, including population genetics, natural selection and adaptation, phylogenetics and biodiversity, demography, and interactions among organisms and their environments. *Prerequisite: BIOL 21.* (4 units)

**23. Investigations in Evolution and Ecology L&L**

Introduction to experimental and statistical approaches used in modern ecological and evolutionary studies, with an emphasis on experimental design, data analysis, interpretation and presentation. Builds on concepts presented in BIOL 22. Fieldwork and laboratory exercises (30 hours) will take advantage of the diversity of local terrestrial and marine ecosystems. *Prerequisite: BIOL 22.* (5 units)

**24. Introduction to Cellular and Molecular Biology**

An introduction to the cell and molecular fundamentals necessary for life. Topics include macromolecular structure, enzyme function, membrane structure and physiology, metabolism and bioenergetics, the cell cycle, and classical and molecular genetics. *Prerequisites: BIOL 21 and completion of or concurrent enrollment in CHEM 31.* (4 units)

**25. Investigations in Cellular and Molecular Biology L&L**

An introduction to experimental methods for studying the cellular and molecular basis of life. Builds on the concepts covered in BIOL 24. Topics include enzyme function and kinetics, cell reproduction, Mendelian genetics, and molecular biology. The topics are explored through laboratory work, with emphasis placed on the analysis, interpretation, and presentation of experimental data. Laboratory 30 hours. *Prerequisites: BIOL 24 and completion of or concurrent enrollment in CHEM 32.* (5 units)

**28. Human Sexuality**

This course will examine the biological foundations of human sexuality. The objective of this course is to provide current and accurate information about the biological, psychological and social aspects of human sexuality. This will include the anatomy, physiology and neurobiology of sex, gender and sexual orientation. Among the topics discussed will be sexually transmitted infections (including HIV/AIDS), conception and pregnancy, contraception and abortion and sexual dysfunctions. (4 units)

**99. Special Topics**

Investigation of a specific area or topic in the biological sciences. Open to majors and nonmajors. *Prerequisite: Approval of department chair.* (4 units)

## UPPER-DIVISION COURSES

**100. Hot Topics in Biology**

A forum for the discussion of contemporary issues in the life sciences. The general theme for the course changes each year. Biology faculty discuss topics of intense current scientific interest, and often social relevance, highlighting recent research. Students may take the course more than once for credit, but BIOL 100 does not count as one of the seven upper-division biology courses required for the major. (Pass/no pass, 2 units)

**104. Human Anatomy L&L**

An exploration of the structure, organization, and functional relationships of human anatomical systems. (Laboratory dissections use alternative vertebrates.) Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**110. Genetics L&L**

Basic principles governing inheritance and gene expression in viruses, prokaryotes, and eukaryotes. Emphasis on molecular aspects. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**111. Parasitology**

A lecture and demonstration course covering the microbiology of parasites. Emphasis placed on the biology of parasites, the spectrum of symbiotic relationships among organisms, salient features that all parasitic diseases have in common, emerging trends in epidemiology, the complex nature of human interactions with microorganisms, and impacts of human behavior and socioeconomic factors on the prevalence of parasitic diseases. *Prerequisite: BIOL 25.* (5 units)

**112. Pathogenic Microbiology L&L**

Study of disease-producing pathogens. Lecture emphasis on pathogen biology, host immune response, cellular pathogenesis, epidemiology, clinical disease and community control of infection.

Laboratory emphasis on methodology used to recover, characterize and identify important human bacterial pathogens using biochemical, morphologic, and genetic identification techniques. Laboratory 30 hours. *Prerequisite: BIOL 25. Recommended: BIOL 113.* (5 units)

**113. Microbiology L&L**

An introduction to the biology of microorganisms, with emphasis on the molecular and cellular biology of bacteria, the diversity of microbial life, and the roles of microorganisms in human health and disease. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**114. Immunology**

Principles, mechanisms, and techniques of humoral and cellular aspects of the immune response. Immediate and delayed hypersensitivity, tissue transplantation, tumor immunology, and immunodeficient states in humans. *Prerequisite: BIOL 25.* (5 units)

**115. Human Reproduction and Development**

Detailed study of the development and function of the male and female reproductive systems, gametogenesis, fertilization and implantation, and the anatomy of the heart, circulatory, nervous, and skeletal systems during embryogenesis. Where appropriate the molecular mechanisms controlling the determination of these developing systems will be examined. *Prerequisite: BIOL 24.* (5 units)

**120. Comparative Animal Physiology L&L**

Examination and comparison of mechanisms used by a variety of animals to survive and function in their environment. Laboratory 30 hours. *Prerequisite: BIOL 24.* (5 units)

**122. Neurobiology L&L**

An introduction to the nervous system, focusing on the anatomy, physiology, and pharmacology of neurons, synapses, and simple neural circuits. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**124. Human Physiology L&L**

Examining the physical and chemical basis of human life, this course focuses on the neural and endocrine control of physiologic processes to maintain homeostasis. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**125. Plant Physiology L&L**

Physiological processes of plants, with emphasis on current research in the field. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**127. Drugs and Toxins in Human Biology**

Pharmacology is the study of how therapeutic drugs work, while toxicology, a closely related field, deals with the problems toxins produce. General principles of drug and toxin uptake, metabolism, distribution, and elimination will be covered, as will the major groups of therapeutic drugs. Important sources of toxins, and their effects on humans, will also be discussed. *Prerequisite: BIOL 25.* (5 units)

**128. Plant Development L&L**

Developmental processes of plants, with emphasis on current research and experimental approaches. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

**131. Agroecology L&L**

The goal of agroecology is to reduce the negative environmental impact of farming, while meeting the food needs of the world. Course examines current agricultural practices and evaluates alternative methods, including organic farming,

agroforestry, and applications of agricultural biotechnology. The special problems of agriculture in the developing world are discussed. Laboratory 30 hours. *Prerequisite: BIOL 24.* (5 units)

**133. Ecology of California Plant Communities L&L**

This course focuses on the factors controlling plant community composition in California, with emphasis on the basic question of plant ecology: Why are these plants here? Field trips highlight the astounding diversity of the California floristic province, emphasizing identification of plant species and sampling methods for ecological studies. Laboratory and field work 30 hours. *Prerequisite: BIOL 23.* (5 units)

**145. Virology**

Biology of viruses: their structure, evolutionary origins, classification, genetics, laboratory propagation and diagnostic methods, viral pathogenesis, response of host cells to viral infection and salient aspects of the epidemiology of viral diseases. The focus will be on viruses that infect eukaryotic cells, emphasizing important viral groups that infect humans. *Prerequisite: BIOL 25.* (5 units)

**150. Conservation Biology L&L**

Explores the applications of ecological and genetic principles to the conservation of biological diversity. Emphasis on quantitative tools, including trend analysis, population viability analysis, and population genetics. Laboratory and fieldwork involve exercises with local plants and animals, as well as computer exercises using data for endangered species. Laboratory and field work 30 hours. *Prerequisite: BIOL 23.* (5 units)

**151. Restoration Ecology L&L**

The science and practice of restoring degraded ecosystems, with an emphasis on

plant ecology. Through fieldwork in restoration experiments and examination of literature case studies, students will grapple with basic questions: How do we decide what to restore? How do we restore it? And how do we know if we're finished? Emphasis on reading and writing scientific papers, working with data, and critically judging the success of restoration projects in meeting goals of biodiversity and ecosystem function. Laboratory and field work 30 hours. Also listed as ENVS 151. *Prerequisite: BIOL 23.* (5 units)

**156. General Ecology L&L**

Quantitative study of the interrelationships of organisms with their biotic and abiotic environments. Emphasis on population dynamics, interspecific relationships, community structure, and ecosystem processes. Laboratory and field work 30 hours, including one weekend field trip. Also listed as ENVS 156. *Prerequisites: BIOL 23 and MATH 11.* (5 units)

**157. Environmental Biology in the Tropics**

Summer course that examines tropical biology and ecology and their relationship to issues of sustainable development. One week of instruction at SCU and three weeks field study in Costa Rica. Particular emphasis on primate biology, reforestation and restoration ecology, mangrove conservation, sustainable agriculture and fair trade, and ecotourism. Taught in conjunction with ENVS 39. Enrollment by application via International Programs. Also listed as ENVS 141. *Prerequisite: BIOL 23.* (5 units)

**158. Biology of Insects L&L**

An introduction to basic and applied aspects of insect biology, with emphasis on evolution, morphology, physiology, and behavior of insects and related arthropods.

Also includes a review of important agricultural, medical, forestry, and veterinary pests. Laboratory and field work 30 hours. *Prerequisite: BIOL 24.* (5 units)

**160. Biostatistics L&L**

A course in applied statistics for biologists and environmental scientists planning to conduct manipulative experiments. Students gain training in experimental design, quantitative analysis, and hypothesis testing. Theory and concepts are covered in lectures and readings. Laboratory sessions provide practical experience in computing statistical procedures by hand and with statistical software. Examples used in lectures and lab assignments are derived from medical research, physiology, genetics, ecology, and environmental risk assessment. Also listed as ENVS 110. Laboratory 30 hours. *Prerequisite: BIOL 23.* (5 units)

**165. Animal Behavior L&L**

Examination of the behavior of animals in nature using an organizational scheme that recognizes proximate, or immediate, causes of behavior and evolutionary bases for behavior. Topics include physiological correlates of behavior, perception of natural stimuli (light, sound, chemicals), and behavioral ecology of foraging, mating systems, parent-offspring relationships, and social behavior. Laboratory 30 hours. *Prerequisite: BIOL 24.* (5 units)

**171. Ethical Issues in Biotechnology and Genetics**

An interdisciplinary consideration of contemporary biotechnology, and the ethical implications inherent in the development and use of such technology. Topics include human cloning, stem cell research, human genome project, genetic testing, gene therapy, genetically modified organisms, personalized medicine, clinical trials, and public policy. BIOL 171 satisfies a biotechnology minor

requirement but NOT the ethics requirement. When taken concurrently with Bio 189, it satisfies an upper-division biology major requirement. It also fulfills the third Religious Studies requirement. *Prerequisite: BIOL 24 or permission of instructor. BIOL 25 is strongly recommended.* (5 units)

### 173. Evolution L&L

Examination of the concepts and critical issues concerning organic evolution, including the origins and maintenance of biological diversity, punctuated equilibrium theory, sociobiology, and molecular evolution. Laboratory 30 hours. *Prerequisite: BIOL 24. Recommended: BIOL 110.* (5 units)

### 174. Cell Biology L&L

Study of the function of cellular organelles and the signaling pathways that control cell reproduction. Topics include a detailed discussion of the structure of cell membranes, nuclear and chromosome structure, DNA replication, the microtubule and microfilament cytoskeleton, mitosis, mechanisms of cell motility, cell cycle regulation, and apoptosis. Laboratory experiments focus on cell cycle regulation and cell differentiation. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

### 175. Molecular Biology L&L

An introduction to the molecular events involved in the replication and decoding of the genetic material. Lectures focus on basic molecular biology concepts and recombinant DNA technology. Laboratory 30 hours. *Prerequisite: BIOL 25.* (5 units)

### 176. Biotechnology Lab - Recombinant DNA Technology L&L

Explores techniques for the analysis of DNA, and the construction and manipulation of recombinant DNA molecules. Laboratory meets twice each week. Lectures discuss the scientific basis for the lab methods, and their application in

biomedical research and the biotechnology industry. Laboratory 60 hours. *Prerequisites: BIOL 25 and at least one upper-division biology laboratory course. (Does not include field courses.) BIOL 175 recommended.* (5 units)

### 177. Biotechnology Lab - Gene Expression and Protein Purification L&L

Explores principles and techniques for expression and purification of recombinant proteins. Laboratory meets twice each week and will use techniques such as column chromatography, mammalian tissue culture, and various gene expression systems. Lectures discuss the theory behind the methods used in lab, as well as their application in basic and applied research. Laboratory 60 hours. *Prerequisites: BIOL 25 and at least one upper-division biology laboratory course. (Does not include field courses.) BIOL 175 recommended.* (5 units)

### 178. Bioinformatics

Bioinformatics tools are important for storing, searching, and analyzing macromolecular sequences and structures. This course in applied bioinformatics provides an introduction to the main public domain tools of bioinformatics. We will examine databases such as GenBank and PDB, and a variety of software tools for functional and evolutionary analysis of nucleic acids and proteins. The course will emphasize applications and the needs of biologists using these tools and databases, rather than complex algorithm development. *Prerequisite: BIOL 25. BIOL 175 recommended.* (5 units)

### 179. Cancer Biology L&L

Introduction to the molecular and cellular basis of cancer. Introduction to the pathology of cancer. How basic processes such as cell growth, cell cycle control, and cell death are affected by molecular changes in oncogenes and tumor-suppressor genes.

Laboratory uses molecular and cytogenic tools important in cancer diagnosis. *Prerequisite: BIOL 25.* (5 units)

### 180. Marine Physiological Ecology L&L

Examination of the physiology of major groups of marine animals and of relationships between animals and their environment. Laboratory and field work (30 hours) focus on the diverse marine ecosystems of California. *Prerequisite: BIOL 24.* (5 units)

### 187. Biology of Aging

Analysis of the human aging process. The biological, medical, social, and ethical issues associated with aging in America. Topics include theories of aging, cancer, osteoporosis, sexuality, health-care costs, and death. Open to all students. Does NOT count toward a major or minor in biology. (5 units)

### 189. Topics in Cell and Molecular Biology

Seminar dealing with contemporary research in cellular and molecular biology and biotechnology. Students are required to lead discussions and participate in critical analysis of recently published research articles. Does NOT count as an upper-division course toward a major or minor in biology, but allows BIOL 171 to count as an upper-division biology course for the biology major or minor when BIOL 189 and BIOL 171 are taken during the same quarter. BIOL 189 may be taken up to two times for credit. *Prerequisites: Completion or concurrent enrollment in Genetics, Cell Biology, Microbiology, or Molecular Biology. Students who have completed BIOL 25 are welcome to attend and participate in the discussion of these topics but may not take the course for credit until they have completed one of the prerequisites.* (3 units)

### 190A and 190B. Contemporary Issues in Biology

Specialized treatment of some aspect of biology of current interest to the biologist

as well as to society in general. *Prerequisites will be specified according to topic.* (5 units) NCX

### 192. Topics in Conservation Biology

Seminar focusing on current journal articles in the field of conservation biology. Students are required to lead discussions and participate in the critical analysis of these articles. *Prerequisites: Completion of or concurrent enrollment in BIOL 150, BIOL 156, or BIOL 155, or consent of instructor.* (5 units)

### 198. Internship and Undergraduate Research

Students wishing to take either 198A or 198B should have a GPA of 3.0 or better in biology and must present an outline of their projected research to the chair not later than the fifth week of the term preceding the start of the project. *Prerequisite: Departmental and University permission.* (2–5 units) NCX

### 198A. Internship

Research in off-campus programs under the direct guidance of cooperating research scientists and faculty advisors.

### 198B. Research

Supervised laboratory research culminating in a written report suitable for publication. Sustained for one year with credit given for one term.

### 199. Directed Reading and Research

Detailed investigation of a specific topic in biology under the close direction of a faculty member. Students wishing to take this course should have a GPA of 3.0 or better in biology and must present an outline of their projected research to the department chair not later than the fifth week of the term preceding the start of the project, which will continue for one term only. *Prerequisite: Departmental and University permission.* (5 units) NCX

## DEPARTMENT OF CHEMISTRY

*Professors Emeriti:* Lawrence C. Nathan, Robert J. Pfeiffer, William F. Sheehan, Michael A. Sweeney

*Professors:* John C. Gilbert (*Department Chair*), Patrick E. Hoggard (*Fletcher Jones Professor*), W. Atom Yee

*Associate Professors:* Linda S. Brunauer, Michael R. Carrasco, Brian J. McNelis, Amy M. Shachter

*Assistant Professors:* Ram Subramaniam, Steven W. Suljak, Thorsteinn Adalsteinsson

*Senior Lecturer:* Steven L. Fedder

The Department of Chemistry offers two baccalaureate degrees, the Bachelor of Science and the Bachelor of Arts, with a curriculum accredited by the American Chemical Society, the professional organization for chemistry. The departmental programs prepare students for further work in chemistry, either in graduate school or as professional chemists. In addition, a chemistry degree is excellent preparation for careers in medicine, dentistry, law, engineering, business, and teaching. Two tracks are offered for the Bachelor of Science degree, one providing equal training in all the disciplines in chemistry, and one with a biochemistry emphasis that combines training in chemistry with cell and molecular biology coursework. A minor in chemistry also is available.

All Bachelor of Science degrees provide graduates with the background necessary to begin a career in chemistry at industrial and governmental laboratories or for admission to institutions offering advanced degrees in chemistry, including doctoral programs. The Bachelor of Science-ACS Certified degrees meet all recommended standards for chemists as mandated by the American Chemical Society.

The Bachelor of Arts degree allows students the most freedom in choosing electives and therefore is an excellent program for pre-medical or pre-teaching students. Students with a strong interest in the liberal arts or who wish to pursue subjects outside the standard science curriculum will benefit from this degree. The Bachelor of Arts degree can be effectively combined with a pre-law or business curriculum to provide excellent preparation for law or business careers in the technology sector. Students interested in a teaching career should contact the Liberal Studies Pre-teaching Program.

Undergraduate research is a critical component of chemistry degrees, and most of our majors conduct research in collaboration with chemistry faculty mentors. Research in the department has been funded by the National Science Foundation, the Howard Hughes Medical Institute, the American Chemical Society Petroleum Research Fund, and the Research Corporation. Majors in chemistry, biology, and combined sciences participate in faculty research projects through CHEM 182, 183, and 184. Advanced students also have opportunities for part-time employment assisting faculty in laboratory and related teaching activities.

The chemistry curriculum is designed to be flexible in terms of upper-division coursework to allow students to participate in study abroad programs. Students interested in study abroad must meet with their faculty advisor to plan junior and senior year courses as soon as possible.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science or Bachelor of Arts degrees, students majoring in chemistry must complete the following departmental requirements for each degree option:

### Bachelor of Science in Chemistry

- CHEM 11, 12, 13, 15, 31, 32, 33
- CHEM 102, 111, 141, 151, 152, 154
- Three upper-division chemistry electives
- Four quarters of CHEM 115
- MATH 11, 12, 13
- PHYS 31, 32, 33; or PHYS 11, 12, 13

### Bachelor of Science in Chemistry – ACS Certified

- CHEM 11, 12, 13, 15, 31, 32, 33
- CHEM 102, 111, 141, 150, 151, 152, 154
- CHEM 183, 184
- Two upper-division chemistry electives
- Four quarters of CHEM 115
- MATH 11, 12, 13
- PHYS 31, 32, 33

### Bachelor of Science in Chemistry with Biochemistry Emphasis

- CHEM 11, 12, 13, 15, 31, 32, 33
- CHEM 101, 111, 141, 142, 143, 150, 151 or 152
- Two additional upper-division chemistry electives: BIOL 110, 113, 174, or 176 may be taken to satisfy one of these two electives
- Four quarters of CHEM 115
- MATH 11, 12, 13
- PHYS 31, 32, 33; or PHYS 11, 12, 13
- BIOL 21, 24, 25, 175

### Bachelor of Science in Chemistry with Biochemistry Emphasis – ACS Certified

- CHEM 11, 12, 13, 15, 31, 32, 33
- CHEM 101, 111, 141, 142, 143, 150, 151 or 152, 154
- CHEM 183, 184

- Two additional upper-division chemistry electives: BIOL 110, 113, 174, or 176 may be taken to satisfy one of these two electives
- Four quarters of CHEM 115
- MATH 11, 12, 13
- PHYS 31, 32, 33
- BIOL 21, 24, 25, 175

### Bachelor of Arts in Chemistry

- CHEM 11, 12, 13, 15, 31, 32, 33
- CHEM 101 or 102, 111, 141, 150 or 151 or 152
- Two additional upper-division chemistry electives
- Upper-division lab requirement: 30 hours, which can be satisfied by CHEM 102, 143, 154, or one unit of CHEM 182
- Four quarters of CHEM 115
- MATH 11, 12, 13
- PHYS 31, 32, 33; or PHYS 11, 12, 13

Chemistry electives for all degrees can be fulfilled by taking any upper-division chemistry class of three units or more, including CHEM 183 and 184.

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in chemistry:

- CHEM 11, 12, 13, 31, 32, and 33
- Twelve units of upper-division chemistry courses

### PREPARATION IN CHEMISTRY FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach chemistry in California secondary schools must pass the California Subject Examination for Teachers (CSET), a subject area competency examination. The secondary teaching credential requires the completion of an approved credential program that can be completed as a fifth year of study and student teaching, or through an undergraduate summer program and internship. Students who are contemplating secondary school teaching in chemistry should consult with the coordinator in the Department of Chemistry as early as possible.

### LOWER-DIVISION COURSES

#### 1. *Chemistry and the Environment*

A survey of the role of chemistry in major environmental issues such as global warming, acid rain, ozone depletion, photochemical smog, persistent organic pollutants, fossil fuel, nuclear and renewable energy, recycling and environmental fate of pollutants. Laboratory 3 hours every other week. (4 units)

#### 2. *Chemistry in the Modern World*

Some of the most fundamental principles of chemistry are presented along with many examples of chemistry's role in consumer, environmental, and human health applications. (4 units)

#### 5. *Chemistry: An Experimental Science*

A survey of modern chemical applications, including applications to health, the environment, and consumer issues, and an introduction to the scientific method of inquiry. Laboratory 3 hours every other week. (4 units)

#### 11. *General Chemistry I*

Topics include chemical properties and reactions, thermochemistry, stoichiometry, quantitative problem-solving, and an introduction to ionic and covalent chemical bonding. Laboratory 3 hours per week. (5 units)

#### 11H. *General Chemistry I Honors*

Accelerated treatment of CHEM 11 material and presentation of other topics not normally covered in general chemistry. Laboratory 3 hours per week. *Prerequisite: Grade of at least "3" on the Chemistry advanced placement test and permission of instructor or participation in University Honors Program.* (5 units)

#### 12. *General Chemistry II*

Subjects include properties of solids, liquids, and gases, properties of solutions, chemical kinetics, properties of acids and bases, and an introduction to chemical equilibria. Several lectures deal with special topics chosen at the discretion of the instructor. Laboratory 3 hours per week. *Prerequisite: CHEM 11 with a grade of C- or better.* (5 units)

#### 12H. *General Chemistry II Honors*

Accelerated treatment of CHEM 12 material plus an introduction to molecular symmetry, the chemistry of free radicals, and other subjects not normally covered in general chemistry. Laboratory 3 hours per week. *Prerequisite: Strong performance in CHEM 11 and permission of instructor or participation in University Honors Program.* (5 units)

#### 13. *General Chemistry III*

Topics include aqueous equilibrium, acid-base chemistry, chemical thermodynamics, electrochemistry, spectroscopy, and statistical tools required for data analysis. The laboratory introduces quantitative analytical methods such as titration, spectroscopy, and electrochemistry. Laboratory 4 hours per week. *Prerequisite: CHEM 12 with a grade of C- or better.* (5 units)

#### 15. *Introduction to Research*

This course introduces students to opportunities for undergraduate research in the department. Departmental faculty present their current research. Also, an overview of typical tools used in pursuing scientific research projects is provided. Students interested in the chemistry major/minor should ordinarily take this course before the end of their sophomore year. (1 unit)

**19. Chemistry for Teachers**

This laboratory-based course is designed to teach the fundamental concepts of chemistry and is geared toward students who are interested in becoming elementary or middle school teachers. The course focuses on the following concepts: nature of matter, atomic structure, chemical bonding, and chemical reactions. While learning these core concepts, students will experience what it means to do science by developing their experimentation skills as they participate in a classroom scientific community. Laboratory 3 hours per week. (4 units)

**31. Organic Chemistry I**

Topics include organic structure and conformations, stereochemistry, structure-reactivity relationships, and the chemistry of alkyl halides and alkenes. Special emphasis is placed on understanding reaction mechanisms. Laboratory 3 hours per week. *Prerequisite: CHEM 13 with a grade of C- or better.* (5 units)

## UPPER-DIVISION COURSES

**101. Bioinorganic Chemistry**

Structure, properties, and reactivity of metal complexes and the function of metal ions in biological processes. *Prerequisite: CHEM 33.* (5 units)

**102. Inorganic Chemistry**

Introduction to inorganic chemistry with emphasis on the nonmetals. Laboratory 3 hours per week. *Prerequisite: CHEM 13.* (5 units)

**111. Instrumental Analysis**

Principles and use of instrumentation. Focus on electronics, spectroscopic methods, mass spectrometry, and chemical separations. Laboratory 4 hours per week. *Prerequisite: CHEM 13. Co-requisite: CHEM 32.* (5 units)

**32. Organic Chemistry II**

Topics include spectroscopy and the chemistry of alkynes, ethers, alcohols, and carbonyl compounds. Laboratory 3 hours per week. *Prerequisite: CHEM 31 with a grade of C- or better.* (5 units)

**33. Organic Chemistry III**

Topics include carbonyl condensation reactions, aromatic substitutions, amines, carbohydrates, and peptide and protein synthesis. Other advanced topics may include pericyclic reactions and natural product synthesis. Laboratory 3 hours per week. *Prerequisite: CHEM 32 with a grade of C- or better.* (5 units)

**99. Independent Laboratory**

Laboratory course, primarily for transfer students to make up lower-division laboratory as needed for equivalency with CHEM 11, 12, 13, 31, 32, and/or 33. *Prerequisite: Approval of department chair.* (1 unit)

**115. Chemistry Seminar**

Active areas of research in university, industrial, and government laboratories, presented by guest speakers. May be repeated for credit. P/NP. (0.5 units)

**130. Organic Syntheses**

Modern synthetic methods applied to the preparation of structurally complex target compounds, such as bioactive natural products and pharmaceuticals. Extensive discussion of synthetic planning, known as retrosynthetic analysis, emphasizing the standard bond-forming methods learned in CHEM 31-33. Offered in alternate years. *Prerequisite: CHEM 33.* (5 units)

**131. Bioorganic Chemistry**

Chemical synthesis of carbohydrates, nucleic acids, peptides, proteins, and reaction mechanisms of biological cofactors. Offered in alternate years. *Prerequisite: CHEM 33.* (5 units)

**141. Biochemistry I**

An introduction to structure/function relationships of biologically important molecules, enzymology, membrane biochemistry, and selected aspects of the intermediary metabolism of carbohydrates. *Prerequisite: CHEM 33.* (5 units)

**142. Biochemistry II**

Includes a study of various aspects of the intermediary metabolism of carbohydrates, lipids and amino acids as well as nucleic acid structure and function, protein synthesis and subcellular sorting, and more advanced molecular physiology, including membrane biochemistry, signal transduction and hormone action. *Prerequisite: CHEM 141.* (5 units)

**143. Biochemical Techniques**

A laboratory course emphasizing fundamental theory and practice in biochemical laboratory techniques, including preparation and handling of reagents; isolation, purification, and characterization of biomolecules; enzyme kinetics; spectrophotometric assays; electrophoretic and immunological techniques. Laboratory 8 hours per week. *Prerequisites: CHEM 141 and consent of instructor.* (3 units)

**150. Biophysical Chemistry**

Introduction to the physical behavior of biomolecules. Topics include transport properties, reaction kinetics, sedimentation, binding dynamics, molecular motion, and electron transfer. *Prerequisites: MATH 13 and CHEM 33 or consent of instructor.* (5 units)

**151. Spectroscopy**

Fundamentals of quantum mechanics including wave functions and probability, rotational, vibrational, and electronic transitions, atomic and molecular electronic structure, and magnetic resonance. *Prerequisites: MATH 13 and CHEM 33.* (5 units)

**152. Chemical Thermodynamics**

Fundamental laws of thermodynamics, and applications to ideal and real gas equations of state, ideal and real solutions, phase equilibria, and electrochemistry. *Prerequisites: MATH 13 and CHEM 33.* (5 units)

**154. Physical Chemistry Laboratory**

Experimental applications of thermodynamics, kinetics, spectroscopy, and other aspects of physical chemistry. Laboratory 8 hours per week. *Prerequisite: Must be enrolled in, or have completed, CHEM 151 or CHEM 152.* (3 units)

**182. Undergraduate Research**

Experimental research project supervised by chemistry faculty. Each unit requires a minimum of 30 hours of laboratory work. May be repeated for credit. *Prerequisite: Consent of instructor.* (1-3 units)

**183. Senior Research Experience**

Individual research under the supervision of chemistry faculty, culminating in a comprehensive progress report. Laboratory at least 9 hours per week. *Prerequisite: Senior standing in chemistry and consent of instructor.* (3 units)

**184. Capstone Research Experience**

Continuation of individual research under the supervision of a chemistry faculty mentor, culminating in a thesis and oral presentation. Laboratory at least 9 hours per week. *Prerequisites: CHEM 182 or CHEM 183 and consent of instructor.* (3 units)



**190. Special Topics in Chemistry**

Special Topics courses may be offered as 2-5 unit courses covering advanced topics in any of the five areas of study in chemistry. These courses may be offered as once a week seminars or follow more traditional course schedules. The course units will vary based on the number of course meetings per quarter and the

course workload. Possible course topics are organic mechanisms, transition metals in organic synthesis, materials, nanotechnology, photochemistry, bio-analytical chemistry, electrochemistry, molecular physiology, membrane biochemistry. This course with a different topic may be repeated for credit. (2-5 units)

**DEPARTMENT OF CLASSICS**

*Professors:* William S. Greenwalt, John R. Heath (*Department Chair*)

*Associate Professors:* Scott LaBarge, Helen E. Moritz

*Assistant Professor:* Michael McCarthy, S.J.

*Senior Lecturer:* John R. Dunlap

Classics in the broad sense is the study of all aspects of the life and culture of ancient Greece and Rome. The Department of Classics offers courses that explore the most important areas of these ancient civilizations and their Mediterranean context: language (ancient Greek and Latin), literature, history, philosophy, mythology, religion, and art.

Most courses in the department are open to any interested student. Classics courses, such as Mythology, Classical Tragedy, Ancient Greek Religion, and Women in Antiquity, require no knowledge of an ancient language. Latin or Greek may be taken to satisfy the secondary language requirement. Because of the multidisciplinary nature of the field, classics provides an ideal liberal arts curriculum that is an excellent background for careers in many areas.

Majors and minors are available in several programs in the Department of Classics: ancient studies, classical studies, and classical languages and literatures (Latin or Greek). There is a major, but no minor, in Latin and Greek. Because course offerings in any one term are limited, students wishing a classics major are encouraged to plan their curriculum in consultation with a faculty advisor at the earliest possible date.

Students may fulfill their foreign language Core Curriculum requirement by successfully completing a proficiency examination in Latin or Greek at the level required for their program of study. Contact the department chair to make arrangements.

**REQUIREMENTS FOR THE MAJORS**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in classics must complete the following departmental requirements for each degree option:

**Bachelor of Arts in Ancient Studies**

- CLAS 60
- CLAS 61 or ENGL 11

- CLAS 62 or HIST 11
- Two additional lower-division courses (one of which must be ARTH 11, PHIL 11, or MUSC/THTR 11) from ARTH 11; CLAS 65, 67, 68, 75; MUSC/THTR 11; PHIL 11; various courses in religious studies from an approved list
- Seven upper-division courses from perspectives that include language and literature; philosophy and religious studies; art history, music/theatre and dance; and history and political science; at least one course must be taken in each of three of the four disciplinary perspectives, and three courses must be taken within one of these perspectives): CLAS 141, 175, 181, 182, 184; ENGL 161; CLAS 112, 114, 119, 177; PHIL 131; various courses in religious studies (consult with department chair); ARTH 104, 106, 110; CLAS 181, 182; CLAS 108, 109, 110, 111, 176, 183, 185, 186, 187; HIST 107, 112; POLI 111
- CLAS 198A and CLAS 198B

**Bachelor of Arts in Classical Languages and Literatures****Major in Latin or Greek**

- Nine upper-division courses in the language of concentration and a capstone project (CLAS 198A and CLAS 198B)

**Major in Latin and Greek**

- Nine upper-division courses in the ancient languages, with at least six of these in a single language, and a capstone project (CLAS 198A and CLAS 198B)

**Bachelor of Arts in Classical Studies**

- Five courses in Latin or Greek, which may include the elementary sequence. Students entering with prior study of Latin or Greek may substitute up to two courses in classical literature with advance approval of the department chair.
- CLAS 65
- CLAS 61/ENGL 11
- CLAS 62/HIST 11
- One course from: CLAS 60, 67, 68, 75, PHIL 11, ARTH 11
- One course from: CLAS 141, 175, 181, 182, 184
- One course from the CLAS 120-, 130-, 150-, and 160-series
- Two courses from CLAS 108, 109, 110, 111, 112, 114, 119, 176, 183
- One course from CLAS 177, 178, 185, 186, 187; POLI 111; ARTH 104, 106, 110; PHIL 131
- CLAS 198A and CLAS 198B

## REQUIREMENTS FOR THE MINORS

Students must fulfill the following requirements for a minor in each degree option:

### Minor in Ancient Studies

- CLAS 60
- CLAS 62 or HIST 11
- Any one additional approved lower-division course of the student's choice
- Four approved upper-division courses of the student's choice, with at least two coming from different perspectives, which include language and literature; philosophy and religious studies; art history, music/theatre and dance; and history and political science

### Minor in Classical Languages and Literatures

- Completion of 20 upper-division units in either Latin or Greek

### Minor in Classical Studies

- Fulfillment of the second language requirement for the Bachelor of Arts in Latin or Greek
- CLAS 61 or ENGL 11
- CLAS 62 or HIST 11 or one upper-division course in ancient history
- Two upper-division courses in classical literature, in the original or in translation
- One upper-division course in ancient literature, history, philosophy, or art

## LOWER-DIVISION COURSES: LATIN

### 1. *Elementary Latin I*

Introduction to vocabulary, forms, and grammar of classical Latin. Development of the reading skills with supporting exercises in writing. No language laboratory. (4 units)

### 2. *Elementary Latin II*

Continuation of Latin I. (4 units)

### 3. *Elementary Latin III*

Completion of elementary Latin. (4 units)

## UPPER-DIVISION COURSES: LATIN

### 101. *Intermediate Latin*

A course for students who have finished basic Latin grammar. Students will review Latin forms and syntax while reading prose and poetry of increasing complexity. Students will be prepared to enroll in Latin reading courses covering

individual authors and genres. Offered in fall quarter only. (5 units)

### 121. *Caesar*

Representative selections from the *Commentarii on the Gallic War* and/or *Bellum Civile*. Consideration of the adaptation of history to political ends. (5 units)

### 122. *Catullus*

Lyric poems, short epigrams, and longer mythological poems by the late Republican poet of personal love and sophisticated society. (5 units)

### 123. *Roman Comedy*

One or more plays by Plautus or Terence. Origins and nature of Roman comedy. (5 units)

### 124. *Ovid*

Selections from the major works, which include love poems, *Amores*; a handbook for amatory success, *Ars Amatoria*; and the epic compendium of mythology, the *Metamorphoses*. (5 units)

### 125. *Cicero: Philosophical Works*

Consideration of Cicero's eclectic philosophy through a careful reading of one or more of his philosophical dialogues. (5 units)

### 126. *Cicero: Oratory and Rhetoric*

One or more exemplars of Cicero's rhetorical style or rhetorical theory. Consideration of rhetorical form, figures, and *topoi*. (5 units)

### 127. *Vergil: Aeneid*

The epic poem on the effort of founding Rome and the cost of its greatness. Consideration of the traditional and innovative features of Vergil's epic style and purpose. Attention to epic meter. (5 units)

### 131. *Vergil: Eclogues and Georgics*

Vergil's earlier works: pastoral poems set in an idealized landscape and the didactic

poem on the agriculture and countryside of his native Italy. (5 units)

### 132. *Horace*

Selections from the odes and epodes. Attention to the adaptation of Greek lyric forms and rhythms to the Latin language. (5 units)

### 133. *Livy*

Selections from the *Ab Urbe Condita*—the history of Rome from its semimythical founding through monarchy, early Republic, and Punic Wars. (5 units)

### 134. *Roman Satire*

Representative selections from among the works of Horace, Juvenal, and others. Origins and development of the satiric mode in Latin literature. (5 units)

### 135. *Medieval Latin*

Major works of prose and poetry from the fourth century to the Renaissance. St. Augustine's Confessions; the histories of Gregory of Tours, Bede, and Einhard; Latin fables; popular songs such as the *Carmina Burana*; and the humanistic writings of Dante and Petrarch. (5 units)

### 137. *Special Topics: Poetry*

Occasional courses in selected authors or genres for advanced students. Possible topics: Lucretius or elegy. (5 units)

### 138. *Special Topics: Prose*

Occasional courses in selected authors or genres for advanced students. Possible topics: Cicero's letters, Tacitus, or other Roman historians. (5 units)

## LOWER-DIVISION COURSES: GREEK

### 21. *Elementary Greek I*

Introduction to vocabulary, forms, and grammar of Attic Greek. Development

of reading skills with supporting exercises in writing. No language laboratory. (4 units)

**22. Elementary Greek II**

Continuation of Greek I. (4 units)

**23. Elementary Greek III**

Completion of Greek grammar. Introduction to reading Greek literature. (4 units)

## UPPER-DIVISION COURSES: GREEK

**105. Advanced Greek**

Selected aspects of Greek grammar in the context of reading excerpts from Greek prose and poetry. *Prerequisite: CLAS 23 or equivalent.* (5 units)

**151. Lucian**

Selections from the author's satirical treatments of mythology, history, philosophy, and rhetoric and/or from the fantasy called *A True Story*. Lucian's place in the Second Sophistic. (5 units)

**152. Homer: Odyssey**

Selected passages demonstrating the fusion of the heroic and the romantic in an epic of peacetime. Consideration of epic meter and conventions. (5 units)

**153. Euripides**

A complete tragic drama. Attention to characterization, dramatic structure, and poetry, and to Euripides' place in the history of tragedy. Metrical reading of dialogue. (5 units)

**154. Herodotus**

Selections from the Persian Wars. Herodotus' achievements and limitations as the "Father of History." Peculiarities of the Ionic dialect. (5 units)

**155. Plato**

Careful reading from one or more dialogues such as *Apology*, *Crito*, *Phaedo*, and *Republic*. Detailed study of dialogue mode of discourse; overview of Plato's philosophy. (5 units)

**156. Greek New Testament**

Readings selected from the Koine Greek text of the New Testament with a concentration on the gospels, John, or the epistles. Close reading of the text with a view to theological implications of the vocabulary. Introduction to primary research tools. (5 units)

**161. Homer: Iliad**

Selected passages illustrating the course and consequences of the wrath of Achilles and the nature of the hero. Consideration of epic meter and conventions. (5 units)

**162. Sophocles**

A complete tragic drama. Attention to characterization, dramatic structure, and poetry, and to the author's particular contributions to the development of the tragic form. Metrical reading of the text. (5 units)

**163. Aeschylus**

A complete tragic drama. Attention to characterization, dramatic structure, and poetry, and to the author's particular contributions to the development of the tragic form. Metrical reading of the text. (5 units)

**164. Oratory**

Selections from a representative Greek orator such as Demosthenes or Lysias. Consideration of classical rhetorical forms and *topoi*. (5 units)

**165. Lyric Poetry**

Fragments of Alcaeus, Archilochus, Sappho, Simonides, and others. Development of elegiac, iambic, and melic forms. (5 units)

**167. Special Topics: Poetry**

Occasional courses in selected authors or genres for advanced students. Possible topics: Hesiod or Pindar. (5 units)

**168. Special Topics: Prose**

Occasional courses in selected authors or genres for advanced students. Possible topics: Thucydides or Xenophon. (5 units)

## LOWER-DIVISION COURSES: CLASSICS

**60. Introduction to Ancient Studies**

An exploration of the nature of political and religious authority; that is, the relationship between the individual, the state, and the divine—in three different ancient civilizations. The primary "texts" for this investigation are the representative monuments of each culture: the pyramids of Egypt (particularly the Old Kingdom), the Temple of Solomon in Jerusalem in the united monarchy, and the Parthenon of 5th-century Athens. (4 units)

**61. Survey of Classical Literature**

*Also listed as ENGL 11.* For course description see ENGL 11. (4 units)

**62. Western Civilization: Ancient**

*Also listed as HIST 11.* For course description see HIST 11. (4 units)

**65. Classical Mythology**

Principal gods and heroes of Greek and Roman antiquity: their stories, significance, and pictorial representations. Implications of myth in society and possible origins of myth. Important background for European and English literature. (4 units)

**67. Ancient Greek Religion**

Consideration of the differing attitudes and expectations of polytheisms and monotheisms, and of religious expression in the context of classical Greek cult and ritual. Readings are drawn from a wide variety of literary, historical, philosophical, and epigraphical texts. *Also listed as HIST 16.* (4 units)

**68. Ancient Roman Religion**

Examination of religious practices, institutions, and beliefs of the ancient Romans. Special consideration of interconnections in Roman religiosity between the acts/beliefs of individuals and the concerns of the state. Concludes with philosophic mysticism, magic, mystery religions, and Christianity. *Also listed as HIST 17.* (4 units)

**75. Classics in Cinema**

A survey of the classical world through selected dramatic films illustrating sequentially the cultural and political history of ancient Greece and Rome. Close viewings of popular films, with comparative reference to sources and practice in the techniques of film criticism. (4 units)

## UPPER-DIVISION COURSES: CLASSICS

**108. Ancient Greece**

A survey of Hellenic history from the Bronze Age to Alexander the Great. Emphasis on the rise and fall of the polis as an independent social, cultural, and political community. *Also listed as HIST 108.* (5 units)

**109. The Hellenistic Age**

A cultural, social, and political review of Alexander the Great's conquests and their Hellenistic ramifications through the reign of Egypt's Cleopatra VII. *Also listed as HIST 109.* (5 units)

**110. Roman Republic**

A political, military, social, and cultural review of the rise and fall of the most successful state the West has ever known. *Also listed as HIST 110.* (5 units)

**111. Roman Empire**

A political, social, and cultural survey of the Roman Empire beginning with Augustus and tracing changes in Rome from the development of the Roman Empire as a world state to the development of Christianity as a world religion. *Also listed as HIST 111.* (5 units)

**112. World of Augustine**

In his life and writings, St. Augustine marks the point of transition from the ancient to the medieval world. Augustine's personal odyssey, culminating in his conversion to Christianity, in *The Confessions*; in the *City of God* and excerpts from other treatises, examination of the three principal controversies to which Augustine directed his intellectual energy: the Manichaean, the Donatist, and the Pelagian. Also includes an overview of late antiquity: major figures, key movements, and decisive events amid the dissolution of the Western empire. (5 units)

**114. Imperialism and Religion: Roman Britain**

Focus on Roman Britain in order to illustrate how imperialistic powers manipulate the religions of the peoples who come under their sway both to foster pacification in newly won territories and to redirect the political loyalties of new subjects. Course compares and contrasts the religious traditions of the Romans and the Celts and notes how religious policy in Britain was not historically unique; cross-cultural comparisons will be made using more modern comparisons and contrasts. *Also listed as HIST 114.* (5 units)

**119. History of Early Christianity**

Exploration of how and why the church evolved from a marginal Jewish apocalyptic sect in the tumultuous world of 1st-century Judaea to become the official religion of the previously pagan Roman Empire. Development of a greater appreciation for the rich tapestry of religious, social, and political events during the Roman Empire that contributed to the rise of Christianity. *Also listed as HIST 128.* (5 units)

**141. Love and Relationships in Classical Antiquity**

An examination of the many forms of loving and erotic relationships as they pertained to the Greek and Roman quest for the best human life. Readings in Euripides, Sappho, Ovid, Plato, Aristotle, and many others from genres of poetry, essays, letters, tragedy, and philosophy. (5 units)

**146. Age of Socrates**

A study of Socrates as both historical and literary figure, with special attention to his political and cultural context, and to our three chief sources on him and his philosophical activities: Aristophanes, Plato, and Xenophon. (5 units)

**175. Topics in Classical Literature**

Occasional courses or seminars in specialized topics. Consult current course descriptions for details.

**176. Topics in Ancient History**

Occasional courses or seminars in specialized topics. Consult current course descriptions for details.

**177. Topics in Ancient Philosophy**

Occasional courses or seminars in specialized topics. Consult current course descriptions for details.

**178. Topics in Classical Culture**

Occasional courses or seminars in specialized topics. Consult current course descriptions for details.

**180. Classical Epic**

*The Iliad* and *Odyssey*, *Argonautica*, and *Aeneid* in translation. Characteristics and historical development of epic genre and epic hero. (5 units)

**181. Classical Tragedy**

Representative works of the principal Greek tragic playwrights: Aeschylus, Sophocles, and Euripides. Features of the tragic genre, its origins, and the conventions of its performance. At the discretion of the instructor, may include satyr drama and/or the Roman tragedy of Seneca. *Also listed as ENGL 110 and THTR 181.* (5 units) NCX

**182. Classical Comedy**

An exploration of various styles of and approaches to humor in the ancient Greek and Roman world, chiefly as seen through the genres of satyr drama, Greek Old and New comedy, and Roman comedy. At the discretion of the instructor, may include satire, spoof literature, and invective. *Also listed as ENGL 111 and THTR 182.* (5 units) NCX

**183. Greek and Roman Historiography**

A survey of the origin and development of historical prose from Herodotus through Ammianus Marcellinus. Consideration of history as an artistic genre; special attention to the authors' various political and ideological purposes. (5 units)

**184. Classical Mythology in the Western Tradition**

An exploration of some of the ways authors from the classical period through the 20th century have manipulated Greek myths for their own poetic and political purposes. Focus is on the legends surrounding the fall of Troy, with particular attention paid to the shifting character of perhaps the two most protean figures in Greek mythology, Odysseus and Helen. Texts include selections from Homer's *Iliad*, Virgil's *Aeneid*,

and Dante's *Inferno*, and unexcerpted works by Homer, Sophocles, Euripides, Gorgias and Isocrates, Ovid, Seneca, Dictys and Dares, Shakespeare, Tennyson, Giraudoux, modern Greek poets, and the Coen brothers. *Also listed as ENGL 187.* (5 units)

**185. Women in Ancient Greece**

Investigation into the representation and the reality of women's lives in ancient Greece, from mythohistorical times through the Hellenistic period, from the evidence of literature, history, philosophy, and religion, from legal and documentary texts, and from art. Significance of the status of and views about women in the ancient contexts and for modern times. *Also listed as ENGL 186A.* (5 units)

**186. Women in Ancient Rome**

Investigation into the representation and the reality of women's lives in ancient Rome, from mythohistorical times of the founding of Rome to the advent of Christianity, from the evidence of literature, history, philosophy, and religion, from legal and documentary texts, and from art. Significance of the status of and views about women in the ancient contexts and for modern times. *Also listed as ENGL 186B.* (5 units)

**187. Family in Antiquity**

A survey of family social, economic, political, and religious roles in various ancient Greek states and in Republican and Imperial Rome. *Also listed as HIST 113.* (5 units)

**198A. Senior Thesis I**

Identification of a coherent topic, development of a detailed outline, and preparation of an annotated bibliography, conducted under the active direction of a member of the Classics faculty. *Prerequisites: for senior classics majors only; advance permission of instructor and department chair required.* (3 units)

**198B. Senior Thesis II**

Supervised completion of the final draft, public oral presentation, and defense of the senior thesis. *Prerequisites: CLAS 198A; for senior classics majors only; advance permission of instructor and department chair required.* (3 units)

**199. Directed Reading/Research**

Individually designed programs of reading or research, in Latin, Greek, or classics (i.e., literature in translation or culture). Available to advanced students. *Written permission of the instructor and department chair required in advance of registration.* (5 units)

**COMBINED SCIENCES PROGRAM**

*Director:* Steven L. Fedder (*Chemistry*)

The College of Arts and Sciences offers a Bachelor of Science in combined sciences for students who have an interdisciplinary interest in the sciences. This degree provides breadth of basic natural science training along with meaningful exposure to analytical frameworks used in the social sciences. The combined sciences major nourishes intellectual flexibility by fostering awareness of the multiplicity of forces that shape our world. This major offers good preparation for times of dramatic change by encouraging students to think about interconnections among processes other sciences may examine in isolation.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in combined sciences must complete the following departmental requirements:

- MATH 11, 12
- BIOL 21, 22, 24
- BIOL 23 or 25
- CHEM 11, 12, 13, 31, 32
- PHYS 11, 12, 13 or PHYS 31, 32, 33
- ENVS 11 or 12 or CHEM 1
- POLI 1 or SOCI 1
- ANTH 3 or POLI 2
- PSYC 1 or PSYC 2 or PSYC 150 or SOCI 127
- BIOL 187 or SOCI 138 or ECON 101
- SOCI 148, 149, 165 or 172
- Five other approved upper-division courses, two of which must be selected from the natural sciences (biology, chemistry, or physics)

**PREPARATION IN COMBINED SCIENCES FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS**

The State of California requires that students seeking a credential to teach science in California secondary schools must pass the California Subject Examination for Teachers (CSET), a subject area competency examination. The secondary teaching credential requires the completion of an approved credential program that can be completed as a fifth year of study and student teaching, or internship. Students who are contemplating secondary school teaching in science should consult with the coordinator in the Department of Chemistry as early as possible.

**DEPARTMENT OF COMMUNICATION**

*Professors:* Geoffrey Bowker (*Regis and Diane McKenna Professor*),  
Don C. Dodson, Emile G. McAnany (*Walter E. Schmidt, S.J., Professor*),  
Paul A. Soukup, S.J. (*Department Chair*)  
*Associate Professors:* Christine M. Bachen, Laura Ellingson, Stephen C. Lee,  
Yahia Mahamdi, Charles H. Raphael, Sunwolf  
*Assistant Professors:* Hsin-I Cheng, Michael Whalen  
*Senior Lecturer:* Barbara Kelley  
*Renewable Term Lecturer:* Gordon Young

The Department of Communication offers a program of studies leading to a Bachelor of Arts in communication. The major prepares students for various graduate and professional studies and for careers in the communication industry. An academic minor also is available. Communication majors focus on the communication process in interpersonal, mass media, and computer-based contexts. They explore the theory, research methodologies, responsibilities, institutional structures, and effects of mass and interpersonal communication. The department gives special consideration to new and developing communication technologies.

The major also integrates theory with practice. It allows students to apply their knowledge of the communication process to the study and creation of communication products (speeches, television programs, newspaper stories, Web sites, etc.). Particular attention is given to developing students' concerns for ethics and the common good. Because the communication field requires students to have a broad liberal arts education, students work closely with a department faculty advisor to plan a cohesive academic program that combines courses in the Department of Communication with courses in other departments. Often students complete a minor or take a number of courses in related disciplines, such as marketing, theatre arts, psychology, or political science.

The communication curriculum provides nonmajors with the opportunity to acquire a critical understanding of the communication process and contemporary media, to improve oral and written skills, and to heighten visual awareness.

All students are encouraged to participate in one of the student-run campus media. Special credit practica for such work may be included in the student's academic program. All junior and senior students are encouraged to complete an internship at an off-campus media organization or other communication-related institution. The department maintains a list of potential internships that may be completed for credit as COMM 198.

The Department of Communication will accept no more than two study abroad courses (lower-division, upper-division, or a combination) toward completion of the communication course requirements. Courses taken abroad will be accepted on a case-by-case basis as completing specific communication lower-division requirements. Upper-division courses taken abroad will be accepted only as communication upper-division elective credit. Courses taken abroad will not be accepted as completing the required List A, List B, research methods, or thesis/capstone requirements. Whenever possible the chair of the department will determine equivalency credit based upon the course description in the literature from the foreign university. Study abroad programs run by Santa Clara may fulfill some communication requirements subject to approval by the chair of the department.

One of the oldest forensic programs in continuous operation on the West Coast, Santa Clara Debate provides a challenging and rigorous co-curricular activity designed to develop public speaking skills, critical thinking, and public policy analysis. The program is open to all majors and years regardless of previous speech or debate experience. The schedule offers national level competition in both policy team debate and in parliamentary team debate along with numerous on-campus activities related to competitive speech, including hosting high school invitationals. Students may receive academic credit, and policy debate participants are eligible to apply for merit scholarships.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in communication must complete the following departmental requirements:

- COMM 1
- COMM 2
- COMM 12
- COMM 20
- COMM 30 or COMM 31
- COMM 40
- Two upper-division communication theory courses (signified by the letter “A” in the course number)
- One upper-division communication applied course (signified by the letter “B” in the course number)
- Two additional approved elective upper-division communication courses
- COMM 110
- COMM 111
- COMM 112 or COMM 113-114

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in communication:

- COMM 1 or COMM 2

- Two approved upper-division communication courses
- Three additional approved communication courses (any combination of upper division or lower division)

### LOWER-DIVISION COURSES

#### 1. *Introduction to Interpersonal Communication*

An overview of the communication process, issues, and theories explaining behaviors in human relationships, with an emphasis on linking our perceptions, thoughts, and feelings to those of our communication partners. Topics typically include the power of language, nonverbal communication, deception, persuasive communication, gender differences in communication, small group communication, and intercultural communication. Arrupe Center participation required. (4 units)

#### 2. *Introduction to Mass Communication*

An examination of mass communication and society, focusing on media industries, the production of content, and audiences. Considers different types of media; theoretical perspectives related to the role of media in society; and ethical and regulatory issues pertaining to media practice. (4 units)

#### 12. *Technology and Communication*

Examination of the relationship between communication technology and society, in the past, present, and future. Hands-on introduction to the basic functions of the computer and Internet as tools for research and communication. (4 units)

#### 20. *Public Speaking*

This course is designed to provide students with basic theories and skills that are essential to effective public speaking. Topics include audience analysis, organization, persuasion, credibility, and delivery. Ideally, students should be able to apply these skills in a variety of public speaking situations, whether in future

college courses or in nonacademic settings. Each student will also learn to analyze, criticize, and evaluate the speaking of others. (4 units)

#### 30. *Visual Communication*

An introduction to the basic grammar and principles of visual communication, integrating theory and practice. The theory part provides students with the tools needed to understand visual language and the role of image-based media in contemporary culture. The application part introduces students to the principles and processes of media production using still photography, video cameras and computer editing. In addition to attendance at class, all students are required to attend production labs. Concurrent enrollment in lab required. Preference given to declared communication majors and minors. (4 units)

#### 31. *Video Production I*

An introduction to the basics of video production in both field and studio environments. Through a combination of lectures, labs, field exercises, and basic studio operations, students will learn the techniques, concepts, and processes involved in single camera and studio television production. In addition to attendance at class, all students are required to attend production labs. Concurrent enrollment in lab required. (5 units)

#### 40. *Introduction to Journalism*

Introduction to the theory and practice of journalism, including field work in news gathering, interviewing and writing techniques as well as study of news values, ethics and objectivity. Primary emphasis on writing for newspapers. Includes weekly lab. (4 units)

## UPPER-DIVISION COURSES

*Note: Theory courses are designated with the letter A and application courses with the letter B.*

**100A. Advanced Interpersonal Communication**

Analysis of theories and research on the practice of communication in social and intimate relationships. Special topics will be offered, which may include: families, romantic relationships, miscommunication, nonverbal communication, or symbolic relational communication, to name a few. Course is designed to allow students to increase understanding of the processes of interpersonal communication, become familiar with a variety of theoretical approaches to specific relationships, as well as offer specific skills and strategies for building more satisfying relationships. Check topic offered for specific description. *Prerequisite: COMM 001.* (5 units)

**101B. Interviewing**

Fundamental principles and techniques of interpersonal interviewing. Collecting narratives from people about their experiences and ways they make sense of events in their relationships with other people. Advanced principles of gathering scholarly data through face-to-face interviews, using a variety of interviewing formats and tools. Supervised field work, developing interview protocols, interviewing real world populations, recording and collecting responses, and organizing data. Emphasis on compassionate listening skills. Topics will vary. *Prerequisite: COMM 111.* (5 units)

**102A. Persuasion**

Analysis and synthesis of current persuasion theory and research to understand how messages influence attitudes and behaviors. How are persuasive messages

crafted and what impact do they have? Specific domains of persuasive communication will typically include: theories for altering attitudes and behaviors, the persuasion process, the use of persuasion in applied contexts (advertising, public relations, personal relationships, courtrooms, health care settings). *Prerequisite: Any one of the following: COMM 1, PSYC 1, PSYC 2, or SOCI 1.* (5 units)

**103A. Communication and Conflict**

A review of theories, perspectives, and research on communication and conflict in various contexts (families, friendships, romances, business relationships). Specific topics will include getting what you want, saving face, realigning power imbalances, miscommunication, styles and tactics, negotiation, third-party interventions, and transforming conflicts. Development of communication skills for managing conflict productively in interpersonal, organizational, and intercultural contexts. *Prerequisite: Any one of the following: COMM 1, PSYC 1, PSYC 2, or SOCI 1.* (5 units)

**104A. Group Communication**

Theories and research about the communication dynamics in a variety of relational groups. Topics include childhood groups, gaining entry to groups, being excluded from groups, group hate, social loafing, leadership styles, facilitating groups, task versus social goals, communication roles of members, effects of gender and diversity, moral values of members, and the resolution of group conflicts. Specific groups will include social peer groups, cliques, juries, gangs, small work groups, super-task groups, problem-solving groups, teams, and decision-making groups (including juries). In addition to theory, practical skills for handling group challenges and member

conflict will be offered. *Prerequisite: Any one of the following: COMM 1, PSYC 1, PSYC 2, or SOCI 1.* (5 units)

**105B. Oral Storytelling**

The art of telling stories offers a powerful connection between people: as entertainment, teaching, and persuasion. In this course, the emphasis will be on the creative process and performance of oral stories: ghostly tales, urban legends, fairy tales, folktales, trickster tales, and wisdom stories. Each student will be involved in learning/telling/finding powerful ancient multicultural tales. We will expand the classroom to the community, performing in a variety of settings, as we learn how a single story is always interpreted differently by each teller and each listener. Students will learn to develop a personal creative voice and style, to deeply appreciate listening to the tales of others, to appreciate folktales as rich multicultural bridges, and learn tale-telling skills that can be applied to enrich the lives of other people. (5 units)

**108A. Communication and Gender**

Explores gendered patterns of socialization, interaction, and language. The course goes beyond stereotyping female and male modes of communicating to consider ways in which masculinity, femininity, ethnicity, class, age, sexuality, and disability intersect in interpersonal, family, organizational, and public communication, as well as in feminist and men's movements. (Formerly COMM 122A.) *Prerequisite: COMM 1 or consent of instructor.* (5 units)

**110. Quantitative Research Methods**

Introduction to the social scientific study of communication. Students will learn about research design and specific methods for analyzing interpersonal communication behavior and media content and behavior, such as surveys, experiments,

and content analysis. Students learn about and apply data analysis and statistics. *Prerequisites: COMM 1 and COMM 2.* (5 units)

**111. Qualitative Research Methods**

Provides students with an understanding of qualitative methods used in communication research on messages, contexts, and impacts. Explores qualitative methods such as audience ethnography, participant observation, focus groups, textual analysis, in-depth interviewing and institutional analysis. Students do exercises on design and application of qualitative methods and analyze the data gathered. *Prerequisites: COMM 1 and COMM 2.* (5 units)

**112. Senior Capstone**

Senior Capstone serves as a culminating experience for the communication major, bringing together the student's previous coursework in communication theory, research methods and applied communication. The course is offered in several forms to better meet the needs and interests of the students and faculty. Some sections concentrate on students designing and conducting original research while other sections operate as advanced seminars on a particular topic or concentrate on community-based learning experiences. Applied capstone experiences in video (COMM 113) and journalism (COMM 114) are options for students who qualify. *Prerequisites: COMM 1, COMM 2, COMM 12, COMM 20, COMM 30 or COMM 31, and COMM 40. Particular capstone sections may also require additional, specific upper-division communication courses in research methods and communication theory.* (5 units)

**113. Senior Capstone in Video**

Students enrolled in video capstone work in small production teams to produce 20-30 minute video projects. The type or

style of these projects (dramatic, documentary, or studio-based productions) is determined by which intermediate video production courses the team members have taken. Heavy emphasis on preproduction planning, script development, audience assessment, division of labor, budgets, and building a collaborative vision for the project. Students also write an extended essay that integrates their production practices with film/video theory. Weekly laboratory. *Prerequisites:* COMM 1, COMM 2, COMM 12, COMM 20, COMM 31, COMM 40, one A-list course related to journalism or media criticism, COMM 141, and at least two of the following B-list courses: COMM 142 or 144, 143, 146, 148. (5 units)

#### **114. Senior Capstone in Journalism**

The goal of the journalism capstone project is to produce a 3500-word magazine piece of publishable quality on a significant community issue. (Students may choose to produce their finished piece in video or radio format, by permission of instructor.) Students will submit a written story proposal, including a preliminary list of sources and projected reporting strategy, perform a comprehensive literature search, and thoroughly research the story via interviews, archival research and first-hand observation. Students will be required to edit their peer's work throughout the quarter as well as submit multiple drafts of the final project. *Prerequisites:* COMM 1, COMM 2, COMM 12, COMM 20, COMM 31, COMM 40, one A-list course related to journalism or media criticism, COMM 141, and at least two of the following journalism B-list courses: COMM 142 or 144, 143, 146, 148. (5 units)

#### **120A. Environmental Communication**

This course introduces students to tools for analyzing and engaging in public discourse about the environment. Students

draw on communication theory and research to understand rhetorical strategies used in contemporary environmental debates and participate in those debates. Special attention is given to how mass media news and entertainment can represent environmental issues responsibly. Counts for the environmental studies major and minor. (5 units)

#### **121A. Minorities and the Media**

The theory and practice of minority media production, representation, and use. Examination of the classification of a group as a minority, how different groups historically have been marginalized in public representation and how these images have been, and are being, challenged. Course requirements include research into specific public images, fieldwork, and a final class presentation. Fulfills the ethnic studies requirement. (5 units)

#### **123A. Media and Youth**

This course considers the youth media culture that has become a pivotal part of the experience of childhood and adolescence. Students examine the content of popular media aimed at young people and the media industries that produce this content. Also explored are patterns of media usage throughout childhood and adolescence, the ways that media are integrated into family life, and how educational and entertainment media content shapes children's knowledge, attitudes, behaviors, and identities. Topics include educational media effects, media violence, gender and racial/ethnic stereotyping, advertising effects, and media literacy efforts. *Prerequisite:* COMM 2 or permission of instructor. (5 units)

#### **124B. Information Campaigns**

Examines the principles of design, implementation, and evaluation of information campaigns created to produce social change in such areas as health, the

environment, or civic education. Emphasized are problem analysis, audience analysis, message design, and evaluation. Students examine actual campaigns (e.g., anti-smoking efforts, teen pregnancy or drug campaigns) and design their own campaigns focusing on a relevant social problem. *Prerequisite:* COMM 2 or permission of instructor. (5 units)

#### **125A. Media Audience Studies**

The audience plays a critical role in our understanding of mass communication. How do media scholars and practitioners conceptualize and study media audiences? How do individuals and groups use media, interpret media messages, and integrate media experiences into their lives? The course will address these questions, looking at a variety of media and media content (e.g., news and entertainment content of books, film, TV, Internet) and do so with different characteristics of audiences in mind. We shall see, for example, how audience responses are shaped by factors such as ethnicity, gender, age, or by the context in which the medium and its message is experienced. *Prerequisite:* COMM 2 or permission of instructor. (5 units)

#### **126A. Critical Media Theory**

A survey course to introduce major theoretical approaches used to study media. The goal is to provide students with the philosophical and historical background and theoretical concepts needed to analyze the institutions, forms, and content of the media from a critical perspective. *Prerequisite:* COMM 2. (5 units)

#### **127A. Intercultural Communication**

An analysis and comparison of communication styles and forms within and among cultural groups in the United States. Particular attention given to the communicative behavior of co-cultures such as Blacks, Asians, Chicanos, Gays, Women, the

Aging and Disabled. An examination of differences in communicative forms, content and defensive behavior. The significance of such differences in style/behavior as the result of increasing contacts between cultures/co-cultures. Fulfills the ethnic studies requirement. *Prerequisite:* Any one of the following: COMM 1, PSYC 1, PSYC 2, or SOCI 1. (5 units)

#### **130B. Screenwriting**

Creation of proposals, drafts, and final scripts for dramatic fictional narratives. Analysis of published short screen plays, and how the translation of these scripts to the screen affects the story. Fulfills the third writing requirement. *Prerequisite:* ENGL 1 and ENGL 2. (5 units)

#### **131B. Intermediate Dramatic Production**

Principles and techniques of dramatic, film style television production. The role of the auteur is explored along with advanced television aesthetics and narrative design, working with performers, and directing formats. Advanced camera operation/videography, editing and digital video effects are also explored. All students are required to attend a production lab. *Prerequisite:* COMM 30 or COMM 31. (5 units)

#### **132B. Intermediate Documentary Production**

Explores the technical, aesthetic, and ethical issues surrounding documentary production. The documentary form is examined as a cultural and historical artifact, as a site where traditional expectations about journalism and personal expression collide. While emphasis is placed upon single camera, film-style documentary production, other documentary styles are also examined. Clearances, copyright and other fundamental production issues are explored. Students produce a short documentary for the



course. All students are required to attend a production lab and outside film/video screenings. *Prerequisite: COMM 30 or COMM 31.* (5 units)

### **134B. Intermediate Studio Production**

Multiple camera, studio-based video production. Dramatic production, music, and other studio-based program styles are examined. Students produce 20-30 minute productions for the course. Digital video effects, still store, character generator, and advanced audio elements are explored. All students are required to attend a production lab and outside film/video screenings. Preference given to communication majors and minors. May be repeated as topics vary. *Prerequisite: COMM 031.* (5 units)

### **136A. Film/Video Narrative Strategies**

Why do movies and television shows look and sound the way they do? Why do we tell stories in these media in these ways? This course examines the historical roots and broad cultural implications of telling stories with moving pictures. Film/television theory and criticism is used as a means of examining our assumptions and preconceived notions about visual narrative styles. All students are required to attend outside film/video screenings. *Prerequisite: COMM 2.* (5 units)

### **137A. Film/TV History**

Explores the development of the film and television industries, styles, and audiences. The impact of the forms is examined in the context of political, economic, and cultural changes of the past century. May be repeated as topics vary. All students are required to attend outside film/video screenings. *Prerequisite: COMM 2.* (5 units)

### **138A. Popular Culture Studies**

Examines a broad array of historical and emerging popular culture forms. Drawing on communication, anthropology,

and historical approaches to cultural production, the course examines the implications and effects of popular culture forms such as comic books, video games, and interactive media. May be repeated as topics vary. All students are required to attend outside film/video screenings. *Prerequisite: COMM 2.* (5 units)

### **139A. Comparative Analysis of Film Systems**

This course investigates the ways in which films and television programs are conceived and produced within particular national film and television industries. The course examines how the worldwide ascendancy of Hollywood styles of filmmaking and dominance of the global distribution of films has compelled many filmmakers to adopt new filmmaking strategies meant to counter American mainstream cinema. In comparing Hollywood to other world film traditions, the course addresses the different conceptions of film, which is perceived primarily as a commodity by Hollywood producers and more as a cultural artifact whose role is crucial in shaping national cultures by the rest of the world. *Prerequisite: COMM 2.* (5 units)

### **141B. Advanced Journalism**

Advanced news reporting and writing. Emphasis on strategies for public affairs reporting, beat coverage, media ethics, and source development. Includes weekly beat assignments, an enterprise feature, and an immersion journalism project. Arupe Partnerships participation required. *Prerequisite: COMM 40.* (5 units)

### **142B. Radio Journalism**

An introduction to the fundamentals of radio journalism. Students will plan, report, write, and produce news, arts, sports, and feature segments for broadcast. Primary emphasis on improving journalistic skills. Production software techniques are also covered. *Prerequisite: COMM 40.* (5 units)

### **143B. Special Topics in Journalism**

Sports, features, lifestyle, science, editorial writing, etc. Course focus shifts as instructor and topics change each quarter. Students may repeat course for credit. *Prerequisite: COMM 40.* (5 units)

### **144B. Television Journalism**

Students research, write, shoot, edit, and report radio and television news. Students produce news packages and larger news programs. At times the course mimics a news day, from production planning to the actual newscast. At other times the course replicates the television magazine model of production. All students are required to attend a weekly production lab. *Prerequisites: COMM 31 and COMM 40.* (5 units)

### **146B. Magazine Journalism**

Includes story development, market analysis, investigative reporting techniques, query efforts and sophisticated writing approaches for magazines, culminating in a long-form journalism project. Includes readings in narrative and literary journalism. *Prerequisite: COMM 40.* (5 units)

### **147A. The News Media**

Introduction to mass media news in the U.S. Analysis of forces that shape journalism today and how to identify their influence. Theories of journalism's role in the democratic process. Ethical dilemmas posed by contemporary news. *Prerequisite: COMM 40 or permission of instructor.* (5 units)

### **148B. Multicultural Journalism**

This course involves learning about and interacting with multicultural audiences, the subjects of interest to them, the sources who animate the stories about those subjects, and the products of those stories. Emphasis will be on journalistic reporting and writing, media critique,

and oral history. *Prerequisite: COMM 40.* (5 units)

### **149A. Political News**

Focused primarily on analysis of ongoing campaign coverage, the course will also examine historical and comparative aspects of politics in the media. Regular consumption of media coverage of politics required. (5 units)

### **150B. Public Relations and Corporate Communication**

Explores the theories and practices of public relations, a planned program to gain public approval for an organization through structured communication. In addition to studying theory, students will be involved in practical projects involving advocacy writing, effective planning, objective evaluation, and ethics. In the process, students will learn the function of public relations in the corporate environment. *Prerequisite: COMM 2 and COMM 40. MKTG 181 or BUSN 70 is also strongly recommended.* (5 units)

### **151A. Organizational Communication**

Examines the major communication and organizational theories that form a foundation for the study of organizational communication. Considers organizations as active systems, and will focus on the role and effect of communication in organizational functions, culture, structure, and characteristics. We will consider carefully the role of communication professionals in organizations. *Prerequisite: COMM 1 or COMM 2.* (5 units)

### **156A. Health Communication**

This course explores how health and illness are experienced and communicated by individuals, organizations, and the media. We will examine the history of the U. S. medical establishment, the intersections of race, class, gender, age, and sexuality with communication in health

care organizations, the cultural specificity of health beliefs, and the ways in which media messages influence perceptions of health and risk. (Formerly COMM 106A.) *Prerequisite: Any one of the following: COMM 1, PSYC 1, PSYC 2, or SOCI 1.* (5 units)

### **160A. Silicon Valley Communication Technologies**

History and theory of computer and digital technologies. Silicon Valley as a case study of the growth and social impact of the Information Age. Emphasis on the changing role of institutions (universities, government, corporations) that shape the development of communication technology. Attention to the Information Age's impact on the environment, workplace, and home. *Prerequisite: Core technology class.* (5 units)

### **161B. Communication Media and Technology in Education**

In North America, we tend to associate communication media with entertainment or business. This course explores alternative uses of communication, particularly as applied to education. Examines theory and practice in distance education (radio schools, satellite service), instructional television (ITFS in local schools), and interactive video computer-assisted education. Examination of current implementations of the technologies. Class project will consist of designing and implementing (as far as possible) some educational use of communication (for example, an instructional show or a Web application). *Prerequisite: Core technology class.* (5 units)

### **162A. Communication Technology and Policy**

Current issues and debates over technology policy in the United States. Special attention to how new communication technologies raise issues of privacy, access,

political and cultural diversity, and democratic participation. Evaluation of policy options, drawing on communication research and ethical reasoning. Examines regulation of video, voice and data delivery through telephone, cable, wireless, broadcasting and Internet. Concludes with a student policy conference. *Prerequisite: COMM 2.* (5 units)

### **165B. Edit and Design for Journalism and New Media**

Fundamentals of copy editing and designing print presentation formats. Emphasis on concise, logical, explanatory, and attention-getting presentation of words, graphics, and photographs. *Prerequisites: COMM 12 and COMM 40.* (5 units)

### **169A. Special Topics in Communication Technology**

This course focuses on the intersection of communication theory/research and issues of technology. May be repeated for credit as topic varies. *Prerequisite: Permission of instructor.* (5 units)

### **170A. Communication Law and Responsibility**

An introduction to mass media law covering First Amendment protections for journalists and other communicators, as well as areas of law such as defamation, privacy, copyright, and harm to the public. Students gain experience in applying the law by preparing and delivering legal arguments. (5 units)

### **172A. Communication Ethics**

This course will explore the application of ethical standards and virtues to real-world challenges facing communicators in interpersonal, organizational, and new media settings; theories and models of moral development and ethical communication leadership; development of moral sensitivity, judgment, commitment, and courage

to be "at our best" in communication settings. Exploration of moral imagination, reflection styles, and ethical community/cultures by engaging students in the process of "doing ethics" and critical reflection in a community setting. Development of skills in perspective-taking, values/virtues identification, and applied ethical decision-making. Case construction and other research methodologies to explore practical ways to build character, develop virtues, and remove stumbling blocks to ethical action. *Prerequisite: Completion of University Core ethics course.* (5 units)

### **175A. Communication and Theology**

Do the practices of communication have any consequences for theology? We know that St. Paul claims that "faith comes from hearing" and that Christian theology has taken communicative expression seriously throughout the centuries. This course examines how theology has used communication, how it has evaluated communication, how communication contributes to theology, and how new communication technologies have a contemporary impact on theological and religious practices. Examines a variety of communication expressions (art, music, poetry, television programs, films, Web sites) as religious expressions; students will create their own theological expression using some contemporary medium. (5 units)

### **180A. Global Audiences**

Explores how the globalization of TV and Internet news and entertainment and film have impacted audiences in different cultures. Examines the available research and theory on audience exposure and impact from a cultural, value and social perspective and how cultural and political movements and /or government policy grow in reaction to invasion of a culture's symbolic space by global media messages. *Prerequisite: COMM 2.* (5 units)

### **181A. Global Media Industries**

Examination of how media industries have been transformed into global businesses and how technologies of distribution by cable, satellites, and the Internet have brought almost all people into a global symbolic space; theories of political economy and audience reception are applied. Exploration of how groups and governments have responded to the phenomenon and what they do to protect their cultural and political sovereignty. *Prerequisite: COMM 2.* (5 units)

### **182A. Global News Issues**

Explores the changes that have taken place in news coverage on a global basis in the last decade, especially television and Internet news; how government policies of control of information have changed in reaction to new technologies of information distribution; and how international politics may be affected by international media attention. *Prerequisite: COMM 2.* (5 units)

### **183A. Communication, Development, and Social Change**

How does communication content and technology solve problems of global poverty and social change? This course addresses the theories, policies and practices that help explain the success or failure of new communication technologies in helping the disenfranchised achieve a better life for themselves. Hands-on work with real cases will give students a chance to think through the complicated process of social change. *Prerequisite: COMM 2.* (5 units)

### **190. News Radio Practicum**

A 1-unit course in which students plan, report and produce news programming at KSCU, the University radio station. May be repeated for credit. (1 unit)

**192. Yearbook Practicum**

A 1-unit course for editors and principal staff members of the University's yearbook, *The Redwood*. Principles of photojournalism, magazine graphic design, and book production. *Redwood* staff members assist in teaching skills of reporting, writing, production, and design. Class members meet once a week and are expected to spend at least three hours a week in yearbook work. (1 unit)

**193. Photojournalism Practicum**

A practicum for photo staff of *The Santa Clara* (newspaper) and *The Redwood* (yearbook). Shooting, processing, and printing regular assignments for student publications. Advisors are working photojournalists with diverse backgrounds. The class meets one hour a week to discuss photo techniques and review students' work. The course features regular guest speakers from Bay Area newspapers. Basic knowledge of photography and darkroom techniques required. This course may be repeated for credit. (1 unit)

**194. Forensics Practicum**

Supervised activity in forensics. Includes competition in debate and various speaking events: persuasive, expository, extemporaneous, impromptu speaking, and oral interpretation. Field trips required. (1 unit)

**195. Journalism Practicum**

This 1-unit course is for writers and editors of *The Santa Clara*. Students review the student newspaper and offer practical advice and experience in journalism. *Santa Clara* staff members assist in teaching skills of news, sports, and feature writing and reporting, and techniques of design and production. Requirements: Class members meet once a week and are expected to spend at least three hours a week in newspaper work. (1 unit)

**196. Public Relations Practicum**

A 2-unit course involving planning, promoting, and attending events concerning the field of public relations. Class members will work in conjunction with members of the public relations club, meet once a week, and are expected to attend a variety of public relations events (speakers, etc.) on campus. (2 units)

**197. Communication Practicum**

A 1- to 5-unit course for participants in department activities. Includes teaching assistants, crew members, actors, researchers, script writers, and others as approved by instructor. *Prerequisite: Permission of instructor or chair.* (1 to 5 units)

**198. Internship**

Students work an average of 10-20 hours per week at an approved communication-related internship site outside the University. Students must be available to meet as a group once a week to discuss and analyze their internship. Students write several papers and complete a minimum number of hours based on units awarded. Course may be taken twice for credit, but only once to satisfy a communication upper-division elective requirement. *Prerequisite: Consent of instructor one week prior to start of the quarter.* (1 to 5 units)

**199. Directed Research/Creative Project**

Students arrange to work with a faculty member for a directed reading in communication theory, research, ethics, etc. Creative projects may also be arranged in television, print, or another applied area. Written proposal, course meeting schedule, and readings must be approved by instructor and chair prior to registration. Written proposal must be approved by instructor and chair one week prior to registration. (1 to 5 units)

**DEPARTMENT OF ECONOMICS**

*Professors:* Mario L. Belotti (*W. M. Keck Foundation Professor*), William F. Donnelly, S.J., Alexander J. Field (*Michel and Mary Orradre Professor*), John M. Heineke, William A. Sundstrom (*Department Chair*), Thaddeus J. Whalen Jr.

*Associate Professors:* Henry Demmert, Carolyn L. Evans, Linda Kamas, Michael Kevane, Kris J. Mitchener, Helen Popper, Thomas R. Russell

*Assistant Professor:* Dongsoo Shin

*Acting Assistant Professor:* Homa Zarghamee

The Department of Economics offers a degree program leading to the Bachelor of Science in Economics. As one of the social sciences, economics studies how the choices we make as individuals – as consumers and producers, as savers and investors, as managers and employees, as citizens and voters – combine to determine how society uses its scarce resources to produce and distribute goods and services. This practical, useful discipline provides insights into such important issues as the determinants of wealth and poverty; of unemployment, inflation, international trade, and economic growth; of success and failure in the marketplace. The rigorous, systematic analysis that the study of economics brings to bear on these and other real-world issues provides excellent preparation for careers in both the private and the public sectors, as well as for graduate study in economics, business, public policy, and law. Economics graduates pursue varied careers in business, law, banking and finance, government service, education, and private consulting.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for a Bachelor of Science degree, students majoring in economics must complete the following departmental requirements:

- ECON 1, 2, and 3
- MATH 11 and 12 or MATH 30 and 31
- OMIS 40 and 41 or MATH 122 and 123
- ECON 113, 114, 115
- Either ECON 181 or 182
- ECON 190,
- Four approved upper-division economics electives, two of which must be completed after ECON 113 and 115

**REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in economics:

- ECON 1, 2, 3, 113, 115
- Two additional approved upper-division economics courses
- MATH 11 or 30

## LOWER-DIVISION COURSES

**1. Principles of Microeconomics**

Introduction to microeconomics and its applications to business decisions and public policy. Topics include supply, demand, and the coordinating role of prices in a market economy; the behavior of business firms, including output and pricing decisions; competition and monopoly; government policies and regulations affecting markets. (4 units)

**2. Principles of Macroeconomics**

Determinants of national income and product in the long run and short run;

inflation, unemployment, and business cycles; monetary and fiscal policies. *Prerequisite: ECON 1.* (4 units)

**3. International Economics, Development, and Growth**

Analysis of international trade theory and policy, balance-of-payments adjustments and exchange rate regimes, growth and development, global poverty and inequality, and development-related policy. *Prerequisites: ECON 1 and 2.* (4 units)

## UPPER-DIVISION COURSES

*Prerequisites: Unless otherwise noted, ECON 1, 2 and 3 are required for all upper-division economics courses.*

**101. Resources, Food, and the Environment**

Exploration of relationships among food production, resource use, and the environment. Topics include biotechnology, the green revolution, resource depletion, environmental degradation, and food safety. (5 units)

**111. Economics of the Environment**

Economic analysis of environmental issues and government policies for environmental protection. Applications to important environmental issues, such as global climate change, water and air pollution, hazardous wastes, biodiversity, and endangered species. *Prerequisite: ECON 1.* (5 units)

**113. Intermediate Microeconomics I**

Theory of rational individual choice and its applications to decision making, consumer demand, and social welfare; theory of the firm; production and costs. *Additional prerequisite: MATH 11 or 30.* (5 units)

**114. Intermediate Microeconomics II**

Determination of price and quality by profit-maximizing firms under different market structures; strategic behavior; general equilibrium; market failure and government policies. *Additional prerequisite: ECON 113.* (5 units)

**115. Aggregate Economic Theory**

Macro, or aggregative, aspects of the economy, emphasizing modern macroeconomic models for explaining the level of output, employment, and prices. *Additional prerequisite: MATH 11 or 30* (5 units)

**120. Economics of the Public Sector**

Microeconomic analysis of the role of government in the market economy. Supply of public goods and services, government's role in controlling externalities and regulating private industry, and the economics of the political process. (5 units)

**122. Money and Banking**

Theoretical, institutional, and historical approach to the study of money and banking, with particular emphasis on the relationship between the monetary and banking system and the rest of the economy. (5 units)

**126. Economics and Law**

Economic analysis of law and legal institutions focusing on the common-law areas of property, contracts, and torts. (5 units)

**127. Public Finance: Taxation**

Analysis of various tax policies and their effect on the economy. Individual income taxes, corporate income taxes, consumption taxes, payroll taxes, state and local taxes, and other alternative forms of taxation. (5 units)

**128. Business Cycles and Forecasting**

Study of the nature and causes of economic instability. (5 units)

**129. Economic Development**

Causes and consequences of economic growth and poverty in less developed countries; analysis of the role of government policies in economic development. (5 units)

**130. Latin American Economic Development**

Examination of the economic development of Latin American countries, with particular emphasis on the relationships between economic growth and their social, political, and economic structures. (5 units)

**134. African Economic Development**

Economic problems and development of sub-Saharan Africa with emphasis on the relationships among social, political, and economic factors. (5 units)

**135. Gender Issues in the Developing World**

Explores the gendered nature of poverty in the developing world, with special focus on sub-Saharan Africa, using basic economic analysis. (5 units)

**136. 20th-Century Economic History**

Focuses on the development of the U.S. economy during the 20th century. Topics include the causes and consequences of economic growth, the Great Depression, the rise of government regulation, the changing role of women in the workforce, and the increasing internationalization of markets during the postwar period. *Additional prerequisite: ECON 115.* (5 units)

**137. World Economic History**

Development of Western and non-Western economies since the late 19th century. Topics include globalization and economic integration, convergence and divergence in economic growth across countries, international monetary systems, the impact of alternative policies and institutional regimes on economic performance. (5 units)

**138. History of Economic Thought**

Origins and evolution of modern economic ideas in their historical and philosophical context. Emphasis on the theories of Adam Smith, David Ricardo, Karl Marx, and the marginalists. (5 units)

**139. American Economic History**

Study of growth and institutional change in the U.S. economy since colonial times. Topics include early industrialization, the economics of slavery, and the rise of large business enterprises and labor unions. (5 units)

**150. Labor Economics**

Study of labor productivity, incomes, and employment and how these are affected by labor organizations and labor legislation. *Additional prerequisites: OMIS 41 and ECON 113.* (5 units)

**155. Economics of Immigration**

Examines economic impacts of post-1967 immigration to the United States. Topics include determinants of the migration decision, extent of "assimilation" of immigrants into the U.S. educational system and economy, and economic impacts of immigration on natives. *Additional prerequisite: OMIS 41.* (5 units)

**156. Real Estate Economics**

Economic analysis of real estate markets, including supply of and demand for land and improvements, legal aspects of real estate ownership and transactions, government regulation and taxation of real estate, and real estate markets in urban and regional economies. *Additional prerequisite: OMIS 41.* (5 units)

**160. The Economics of Poverty and Inequality**

Examines theories and evidence regarding poverty and economic inequality in the United States. Evaluates alternative public policies aimed at combating poverty. (5 units)

**163. Ethics and Economic Thought**

Use of welfare economics to investigate the issues of distributive justice and market allocation. Topics include utilitarianism, Rawls' maximin principle, Nash fairness, and Arrow's impossibility theorem. *Additional prerequisite: ECON 113.* (5 units)

**170. Mathematical Economics and Optimization**

Generalization and reformulation of many familiar micro- and macroeconomic models as mathematical systems. Focus on exploring the properties of these models using mathematical techniques. *Additional prerequisites: MATH 12 or 31, ECON 114 and 115 or permission of instructor.* (5 units)

**172. Game Theory**

Study of multi-person decision problems. Topics include solution concepts for games, strategic behavior, commitment, cooperation, and incentives. Games of complete and incomplete information. Emphasis on applications to real-world economic behavior. *Additional prerequisites: ECON 114 and MATH 12 or 31.* (5 units)

**173. Econometrics**

Statistical methods to analyze economic data. Estimation and hypothesis testing using multiple regression; time series and cross-section data. *Additional prerequisites: MATH 12 or 31, and OMIS 41.* (5 units)

**181. International Trade**

Analysis of the theories of international trade and strategic interactions; assessment of the empirical patterns of trade; analysis of the political economy of protection, and applications to policies guiding international competition. (5 units)

**182. International Finance and Open Economy Macroeconomics**

Analysis of the monetary aspects of international economics, including the balance of payments, exchange rates and foreign exchange markets, speculative attacks and currency crises, and the implications of international trade and capital flows for macroeconomic activity and policy. (5 units)

**185. Economics of Technological Change**

The economic determinants and consequences of technological change. Topics include research and development, joint ventures, patents and other intellectual property, university-industry and government-industry collaboration, and the relationship between antitrust and other regulatory policies and technological advances. (5 units)

**188. Economics Seminar**

Modern economic theories and problems. Satisfies ECON 190 requirement for economics majors in the College of Arts and Sciences. *Admission by invitation only.* (5 units)

**190. Senior Seminar: Economic Policy and Perspectives**

Application of economic analysis to contemporary policy issues. *Additional prerequisites: OMIS 41; ECON 114*

and 115. Must have senior standing. (5 units)

**199. Independent Study**

Independent projects undertaken by upper-division students with a faculty sponsor. Independent studies are normally permitted only under special circumstances. *Prerequisite: Written proposal must be approved by instructor and chair at least one week prior to registration.* (1-5 units)

**DEPARTMENT OF ENGLISH**

*Professors Emeriti:* James P. Degnan, Francis X. Duggan, Christiaan T. Lievestro, Elizabeth J. Moran

*Professors:* Terry L. Beers, Diane E. Dreher, Ronald T. Hansen (*Gerard Manley Hopkins, S.J., Professor*), John C. Hawley (*Department Chair*), Richard H. Osberg  
*Associate Professors:* Marc Bousquet, Phyllis R. Brown, Michelle Burnham, Juliana Chang, Mary Judith Dunbar, Marilyn J. Edelstein, Eileen Razzari Elrod, Linda Garber, Charles T. Phipps, S.J., Juan Velasco, Fred D. White

*Assistant Professors:* Andrew J. Garavel, S.J., Myisha Priest, Theodore J. Rynes, S.J.  
*Senior Lecturers:* Simone J. Billings, Sherry Booth, Susan Frisbie, Jill Goodman Gould, Claudia Mon Pere Mclsaac, Cory Wade, Jeffrey L. Zorn  
*Renewable Term Lecturers:* Rebecca Black, Stephen Carroll, Kirk Glaser, Heather Julien, Dolores LaGuardia, Cynthia Mahamdi, Robert Michalski, Roseanne Quinn, Donald Riccomini, Megan Williams

The Department of English affords students a thorough undergraduate education in the liberal arts centered on the history, theory, and aesthetics of literature and the art of writing. The knowledge and skills developed in English courses provide excellent preparation for careers in law, government, business, communications, and education, as well as for graduate study in literature or writing. The Department of English offers its majors two programs: the Writing, Rhetoric, and Literature Program, which offers students opportunities to prepare for a variety of careers and post-graduate studies; and the preparation in English for admission to teaching credential programs for students interested in teaching English in California secondary schools.

The creative writing program of the department offers students a coherent course of study in poetry, fiction, and creative nonfiction leading to a minor in creative writing. The creative writing minor is firmly grounded within the liberal arts tradition, integrating courses in poetry, fiction, screenwriting, and creative nonfiction writing within their broader literary and cultural context. Introductory courses familiarize students with the practice and theory of creative writing. Advanced courses offer a workshop setting in which students write and critique one another's work. Electives

focus on particular genres of creative writing, such as lifewriting, fantasy and science fiction, and screenwriting. All creative writing courses incorporate some study of literature as well as close attention to students' own creative writing.

The Canterbury Program was established in 1997 to support undergraduate research for English majors. The program provides resources for faculty-student collaboration, supporting student scholarship with the competitive research and travel grants. Canterbury Scholars are nominated in April from among the junior class for research support. Scholars will work on their research during their senior year with the supervision or collaboration of a Department of English faculty sponsor. Canterbury travel grants are awarded to a limited number of English majors to allow them to visit special collections and to travel to conferences to attend special sessions or to present papers.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in English must complete the following departmental requirements:

- ENGL 20 and ENGL 21
- One medieval, one Renaissance and/or 17th-century, one Enlightenment and/or Restoration and/or 18th-century, one 19th-century course
- One historically grounded course (e.g., a survey course, a 20th-century course, etc.)
- One course in British literature
- One course in American literature
- One upper-division writing/rhetoric/language course
- One upper-division methodology/theory course
- Three upper-division courses in the student's specialization
- Two approved upper-division electives
- ENGL 188

### REQUIREMENTS FOR THE MINOR

#### *Minor in English*

Students must fulfill the following requirements for a minor in English:

- ENGL 20 and 21
- Five approved electives, four of which must be upper-division courses.

#### *Minor in Creative Writing*

Students must fulfill the following requirements for a minor in creative writing:

- Two introductory courses: ENGL 71 and 72

- Two practicum courses: ENGL 90 and 190
- Three electives from ENGL 73, 126, 127, 170, 171, 172, 173, 175
- One advanced course from ENGL 171 and 172

### PREPARATION IN ENGLISH FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach English in California secondary schools must pass a subject-area examination in English. The teaching credential itself requires the completion of an approved credential program, which can be completed as a fifth year with student teaching, or through a summer program and internship in conjunction with the undergraduate preteaching program. Students who are contemplating secondary school teaching in English should consult with the coordinator in the Department of English as early as possible.

### LOWER-DIVISION COURSES

*Note: Authors and topics listed in the following course descriptions are typical rather than definitive. They are not necessarily included in a specific course every time it is offered, and others not listed here may be included. Some courses are offered every year; all, ordinarily, are offered at least once every two years.*

#### **1. Composition and Rhetoric**

Study and practice of academic discourse emphasizing rhetorical knowledge and the composing processes, with special focus on critical contexts for thinking, reading, and writing. Attention to the rhetorical relationship of writer, subject, purpose, and audience and the recursive nature of the writing process, including drafting, responding to feedback, and revising. (4 units) NCX

#### **2. Composition and Rhetoric II**

A continuation of Composition and Rhetoric I topics in critical thinking, reading, and writing with focus on increasingly complex rhetorical tasks, including attention to such issues as genre, multiple audiences and authorial voices, and collaborative work. *Prerequisite: ENGL 1.* (4 units) NCX

#### **1H. Composition and Rhetoric I—Honors**

A course in which students work intensively on their writing as they study and analyze short works of nonfiction and fiction. Students write primarily expository prose, occasionally researched. (4 units) NCX

#### **2H. Composition and Rhetoric II—Honors**

A course in which students work intensively on their writing as they study and analyze long works of nonfiction and fiction. Students write both expository and argumentative prose and hone those skills pertinent to university research papers. *Prerequisite: ENGL 1H.* (4 units) NCX

#### **11, 12, 13. Western Culture: Literature I, II, III**

Chronological surveys of Western civilization's canonical literary texts from Mesopotamia in the third millennium B.C.E. to the 20th century, these courses explore the historical, social, religious, and intellectual heritage of the West as it is expressed in literature. (*ENGL 11 also listed as CLAS 61.*) (4 units)

**20. Introduction to Literary Study**

The foundation course of the English major program, ENGL 20 introduces students to the discursive and critical skills required for the study of literature, emphasizing critical reading and writing, and requires practice in using various techniques of literary research. Required of all English majors and minors. Restricted to English majors and minors and creative writing minors only. *Prerequisites: ENGL 1 and 2.* (4 units) NCX

**21. Introduction to Poetry**

An introduction to the study of poetry through close reading and various kinds of writing, this course works toward a better understanding of the complex effects of poetry and the challenging work of literary criticism and theory. The main goals—greater understanding, appreciation, and enjoyment of poetry—will be achieved through the practice of critical analysis. (4 units) NCX

**31, 32. Survey of American Literature I, II**

Historical survey of American literature from its beginnings to the present. (4 units)

**35. African American Literature**

Introduction to African American literatures. (4 units)

**36. Chicano Literature**

Introduction to Mexican American oral and written traditions. (4 units)

**37. Native American Literature**

Introduction to the study of Native American oral and written traditions, including contemporary works. (4 units)

**38. Asian American Literature**

Introduction to Asian American literatures. (4 units)

**39. Multicultural Literature of the United States**

Short stories, film, autobiography, and poetry from many cultural communities in the United States. (4 units)

**41, 42, 43. Survey of English Literature I, II, III**

Chronological survey of English literature from Beowulf to the present. (4 units)

**54. Shakespeare**

Readings in selected major plays. Combines writing instruction with a close reading of literary texts to serve as subjects and stimuli for writing. *Prerequisites: ENGL 1 and 2.* (4 units) NCX

**66. Radical Imagination**

Survey of the fiction, poetry, speeches, songs, drama, and film belonging to the large and often neglected tradition of political radicalism in the United States. (4 units)

**67. U.S. Gay and Lesbian Literature**

Development of gay and lesbian literature in the United States from the mid-19th century to the present. Texts may include novels, short stories, poetry, and drama. (4 units)

**68. Literature and Women**

Introduction to the study of literature by and about women, with special attention to questions of gender in their social and historical contexts. (4 units)

**69. Literature by Women Writers of Color**

A study of U.S. women of color writing in the context of their respective cultural and social histories. Analysis of the interplay of racial images. (4 units)

**71. Fiction Writing**

Introduction to the writing of fiction. (4 units) NCX

**72. Poetry Writing**

Introduction to the writing of poetry. (4 units) NCX

**73. Life Writing**

Introduction to reading contemporary models of life writing and writing memoir, autobiography, and dramatic nonfiction in a workshop setting. (4 units) NCX

**77. Business Communication in Online Environments**

Instruction and practice in adapting classical writing techniques to the requirements of the online world, with an emphasis on defining and understanding usability requirements for audience, con-

tent, format, interactivity, and graphics. Recommended for business majors, technical writers. *Prerequisite: ENGL 1 and 2.* (4 units) NCX

**79. Writing about Literature and Culture**

Instruction and practice in writing critically about selected literary and cultural texts. Topics vary from section to section. Combines writing instruction with a close reading of texts, which serve as subjects and stimuli for writing. *Prerequisites: ENGL 1 and 2.* (4 units) NCX

**90. Practicum**

Supervised practical application of previously studied subject matter. May be related to the California Legacy Project or to the *Santa Clara Review*. Students are graded P/NP only. May be repeated for credit. (variable units)

**UPPER-DIVISION COURSES****100. Literature and Democracy**

Studies of selected authors, works, and genres associated with the effort to extend political, social, and economic democracy. Possible major authors include Langston Hughes, Michael Gold, Meridel LeSueur, Tillie Olsen, Kenneth Fearing, Upton Sinclair, Emma Goldman, Frank Norris, Nelson Algren, Richard Wright, Dorothy Allison, Thomas King, and others. (5 units)

**101. Linguistics**

General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage. (5 units)

**102. Theories of Modern Grammar**

Analysis of the basic problems of describing grammatical structure: traditional, structural, and transformational-generative grammars. (5 units)

**103. History of the English Language**

Origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English. (5 units)

**104. Teaching English as a Second Language**

Introduction to theories of instruction; survey of methods and materials used in the teaching of English to speakers of other languages. (5 units)

**105. Literacy and Social Justice**

This course examines how people learn to read and write in a variety of multicultural contexts. It explores theories about literacy and cultural identity, and literacy and social inequality. Readings include studies of workplace literacy, literacy variation across cultures in the U.S., and gender and literacy. (5 units)

**110. Classical Tragedy**

Also listed as CLAS 181 and THTR 181. For course description see CLAS 181. (5 units) NCX

**111. Classical Comedy**

Also listed as CLAS 182 and THTR 182. For course description see CLAS 182. (5 units) NCX

**112. Topics in Theatre and Drama**

Also listed as THTR 112 or 113. For course description see THTR 112 or 113. (5 units)

**113. British Drama**

Study of British drama. Authors vary each term. May focus on periods, movements, themes or issues. May be taken more than once when topics differ. (5 units)

**116. Shakespeare's Tragedies**

An exploration of the great tragedies of Shakespeare's maturity: *Hamlet*, *Othello*, *Macbeth*, and *King Lear*, with special attention to the theatrical, religious, moral, gender, and political dimensions of Shakespeare's tragedies. Also listed as THTR 116. (5 units)

**117. Shakespeare's Comedies**

An exploration of a selected number of Shakespeare's comedies from his early, middle, and late periods, with particular attention to the social and sexual roles of men and women. Also listed as THTR 117. (5 units)

**118. Shakespeare Studies**

An exploration of a selection of Shakespeare's plays with particular attention to an important topic chosen for focus and specified in the course description subtitle—for example, Shakespeare and Classical Traditions, Shakespeare and Gender, Shakespeare and Justice, Shakespeare's

Histories, Shakespeare's Tragicomedies, Shakespeare and Film. May be taken more than once when topics differ. Also listed as THTR 118. (5 units)

**119. Modern American Theatre History (1915–Present)**

Also listed as THTR 119. For course description, see THTR 119. (5 units)

**120. Reading Film**

Introduction to key texts and concepts in the study of film, including prominent movements and figures in cinema, the language of film form, essential terms and concepts in film history and criticism, and the technological, economic, and institutional history of the film industry. (5 units)

**121. Studies in American Film**

Study of selected American films. May focus on periods, movements, and issues such as surrealism in film, the American city in film, utopias and dystopias in film. (5 units)

**122. Film, Gender, and Sexuality**

Interdisciplinary study of film with a focus of gender and sexuality. Topics may include, but are not limited to, feminist and queer film theory; women filmmakers; lesbian/gay cinema; constructions of gender in popular film. May be taken more than once when topics differ. (5 units)

**123. Studies in the History of Literary Theory**

Exploration of some major ideas and debates in literary theory and criticism, as these have developed over time, e.g., whether and how literature is good for individuals and/or society, how writers create their works and readers read them. (5 units)

**124. Studies in Contemporary Literary and Cultural Theory**

Exploration of one or more major movements in recent literary and cultural theory, such as Marxism, feminism, deconstruction, reader response, New Historicism, cultural studies, postcolonial theory, narrative theory. (5 units)

**125. Feminist Literary Theory and Criticism**

Study of 20th-century feminist literary theory and criticism. Examination of influences of gender on reading and writing literature. (5 units)

**126. Writing and Performing Poetry**

Students will explore poetry and performance by reading, writing, workshoping, and performing poems composed in this course. Student poems will range from spoken word to dramatic monologues to children's poetry. Attention will be given to gestures, tone, pacing, and facial expression so that poetry performances give voice to a full range of human responses. Also listed as THTR 159. (5 units)

**127. Writing Fantasy and Science Fiction**

Instruction and practice in planning and drafting short works of fantasy or science fiction for an adult or young-adult (but not juvenile) audience. (5 units) NCX

**128. Studies in the Literature of the Middle Eastern and Islamic World**

Exploration of selected texts of the Middle Eastern and Islamic world. Authors could include Elias Khoury, Laila Lalami, Liana Badr, Leila Aboulela, Orhan Pamuk, Amos Oz, and others. (5 units)

**129. California Literature**

Literature written by Californians and/or about California. Authors may include Steinbeck, Jeffers, Ginsberg, Didion, and Snyder. (5 units)

**130. Studies in African American Literature**

Study of selected works in African American literature. May be taken more than once when topics differ. (5 units)

**131. Studies in Early American Literature**

Study of selected works from the beginnings of American literary history up to the 19th century. Writers, genres, and topics vary each term. Works may include journals, poetry, slave narratives, sermons, letters, legends, autobiographies, essays, and early fiction. May focus on periods and issues such as the literature of cultural contact and European settlement, Puritanism, the Enlightenment, and the American Revolution. May be taken more than once when topics differ. (5 units)

**132. Studies in 19th-Century American Literature**

Study of selected American works from the 19th century. Writers, genres, and topics vary each term. May focus on periods, movements, and issues such as American romanticism, transcendentalism, realism and naturalism, regionalism, magazine writing, the rise of women writers, and literature of social protest (abolition and suffrage). May include fiction (short stories, novels, and sketches), plays, poetry, essays, slave narratives, and autobiographies. May be taken more than once when topics differ. (5 units)

**133. Studies in Modern American Literature**

Study of selected American works from the early part of the 20th century. Writers and genres vary each term. May focus on periods, movements, and issues such as American expatriate literature, novels of social conscience, the modern poetic sequence, the Harlem Renaissance, modernism, magazine fiction, or regional



poetry. Works may include fiction (short stories, novels, sketches), plays, poetry, essays, and autobiographies. May be taken more than once when topics differ. (5 units)

**134. *Studies in Contemporary American Literature***

Study of selected works by contemporary American writers. Writers, genres, and topics vary each term. May focus on periods, movements, and themes such as multi-ethnic literatures, contemporary women novelists, postmodernism, the Beat generation, literature and politics, literature of the 1960s, or experiments in poetic and narrative form. Genres may include poetry, novels, short stories, essays, plays, and/or autobiographies. May be taken more than once when topics differ. (5 units)

**135. *Studies in American Fiction***

Study of selected American fiction. Authors vary each term. May focus on periods, movements, themes, or issues. May be taken more than once when topics differ. (5 units)

**137. *Studies in American Poetry***

Study of selected American poetry. Authors vary each term. May focus on periods, movements, themes, or issues. May be taken more than once when topics differ. (5 units)

**138. *Internet Culture and Information Society***

Introduction to major issues raised by Internet-mediated community and sociability, including the proliferation of subcultures and countercultures. (5 units)

**139. *Special Topics in American Literature***

Advanced study of an issue, theme, or genre in American literature that crosses historical periods. Topics change each term. May be taken more than once when topics differ. (5 units) NCX

**140. *Studies in Chicano Literature***

Studies in Chicano literary traditions. (5 units)

**141. *Medieval Literature***

Medieval literature in its political, religious, historical, social, and cultural contexts. (5 units)

**142. *Chaucer***

Study of *The Canterbury Tales* in the context of medieval literature and culture. Emphasis on Chaucer's language and style. (5 units)

**143. *Renaissance Literature***

Comparative literature of the Renaissance. Authors may include Pico della Mirandola, Castiglione, Machiavelli, More, Sidney, Spenser, Labé, de la Cruz, Colonna, and Shakespeare. (5 units)

**144. *Seventeenth Century Literature***

The literature of England from 1603 to 1660. Authors may include Donne, Lanyer, Wroth, Philips, Marvell, Bacon, Browne, Burton, Jonson, Herrick, and Herbert. (5 units)

**145. *Milton***

A study of Milton's major poetry and prose in the light of recent criticism. (5 units)

**146. *Neoclassical Literature***

The literature of England and Ireland from 1660 to 1798, excluding the novel. Authors may include Congreve, Dryden, Swift, Pope, Finch, Montagu, Johnson, Boswell, and Wollstonecraft. (5 units)

**147. *Romantic Movement***

The literature of England from 1798 to 1832. Authors may include Blake, Burns, Wordsworth, Coleridge, Byron, the Shelleys, and Keats. (5 units)

**148. *Victorian Literature***

The literature of England from 1833 to 1902. Authors may include Carlyle, the Brontës, Tennyson, the Brownings, Newman, Ruskin, Arnold, and Hopkins. (5 units)

**149. *Modern British Literature***

Twentieth-century poetry and prose. Authors may include Owen, Hardy, Conrad, Yeats, Joyce, Lawrence, Eliot, and Woolf. (5 units)

**150. *Contemporary Literature***

British, American, and world poetry, fiction, and drama since World War II. Authors may include Cheever, Leavitt, Amis, Duong Thu Huong, Carey, and Kincaid. (5 units)

**151. *Studies in British Fiction***

The study of selected British fiction. Authors vary each term. May focus on periods, movements, themes, or issues. May be taken more than once when topics differ. (5 units)

**152. *Women, Literature, and Theory***

Study of literatures by and about women in explicitly theoretical contexts. May be repeated for credit when topics differ. (5 units)

**153. *Asian Gay and Lesbian Cultures***

Exploration of cultural aspects of same-sex love and cross-gender behavior in historical and contemporary India, China, Japan, and the impact of globalization on international and regional discourses of gender and sexual identities. (5 units)

**154. *Latin American Gay and Lesbian Cultures***

Exploration of cultural aspects of same-sex love and cross-gender behavior in historical and contemporary Latin American and Latino diasporic communities. The impact of globalization on in-

ternational and regional discourses of gender and sexual identities is a major theme of the course. (5 units)

**155. *Studies in Asian American Literature***

Study of selected works in Asian American literature. (5 units)

**156. *Gay and Lesbian Cultural Studies***

Interdisciplinary study of gay and lesbian cultures and critical theory. May be taken more than once when topics differ. (5 units)

**157. *Postcolonial and Commonwealth Literature and Theory***

Literature written with a postcolonial emphasis since 1945 in former European colonies (e.g., India, Nigeria, Jamaica, Australia, Morocco, Egypt, Brazil, Colombia). Some writings from postcolonial theorists, such as Frantz Fanon and Edward Said. (5 units)

**158. *Studies in Native American Literature***

Study of selected works in Native American literature. Course may focus on particular authors (Leslie Marmon Silko, Louise Erdrich, James Welch), particular tribal or regional literatures, genres (autobiography, poetry, novel), or topics (trickster discourse, landscape, historical representation). (5 units)

**159. *Indian Subcontinental and Diasporic Literature***

Readings in the literatures of India, Pakistan, Bangladesh, Sri Lanka, and of Indians/Pakistanis in the United Kingdom, the United States, and elsewhere. (5 units)

**160. *Children's Literature***

Study of the theory and practice of children's literature with special attention to

the history of children's literature, the debate over the kinds of texts best suited for teaching reading, and multiculturalism. (5 units)

#### **161. *The Bible as Literature***

Literary genres of the Bible (myth, history, wisdom, prophecy, gospel) studied in translations from the Hebrew and Greek against the background of Mesopotamian, Babylonian, Egyptian, Hellenistic, and Roman cultures. (5 units)

#### **162. *Comparative Humanism***

Comparative readings in early modern literature by men and women in the Western tradition, with special attention to issues of literacy, education, and humanistic attitudes. (5 units)

#### **163. *Readings in Comparative Literature***

Comparative readings in various chronological periods of Western literature, for example, medieval, Renaissance, romantic, modern, or contemporary. May be repeated for credit. (5 units)

#### **164. *Themes in Comparative Literature***

A comparative exploration of literary themes developed by men and women in the Western tradition, with special emphasis on changes in form, character, and myth over time. May be repeated for credit. (5 units)

#### **165. *African Literature***

Readings in the contemporary literature of Africa, including the entire continent: literature in English and in translation. (5 units)

#### **166. *Pan-African Literature***

Readings in the literature of the black diaspora. Writers from Africa, the Caribbean, and the United States. (5 units)

#### **167. *Modern Fiction***

Selected works of continental, English, and American fiction that are peculiarly modern in sensibility or style. (5 units)

#### **168. *Women and Literature***

Studies in literature by and about women. Authors, genres, historical periods, and themes change from year to year. May be repeated for credit by permission of department chair. (5 units)

#### **169. *Non-English Literature in Translation***

Non-English literature in translation. Areas and topics vary from year to year. (5 units)

#### **170. *Writing for Children and Young Adults***

Workshop in writing and illustrating children's and young adults' books. (5 units) NCX

#### **171. *Advanced Fiction Writing***

Writing fiction, with emphasis on the short story. May be repeated for credit. *Prerequisite: ENGL 71.* (5 units) NCX

#### **172. *Advanced Poetry Writing***

Workshop in the writing of poetry. May be repeated for credit. *Prerequisite: ENGL 72.* (5 units) NCX

#### **173. *Screenwriting***

An introduction to the fundamentals and format of screenplay writing. Critical analysis of characterization and narrative structure in contemporary movies, as well as workshops in the writing of film treatments, outlines, and scripts. May be repeated for credit. *Also listed as THTR 173. Prerequisite: ENGL 71 or permission of the instructor.* (5 units) NCX

#### **174. *Nonfiction Writing***

Study of and extensive practice in reading and writing nonfiction. Stress on analysis and rhetorical reading and writing skills,

as well as the process of revising students' own writing. Readings and writing will be organized around a topic, such as travel writing, nature writing, or science and the environment. May be repeated for credit. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **175. *Creative Nonfiction***

Development of skills in the elements of creative nonfiction, such as narration, character development, persona, and voice. Focus is on one or more modes of creative nonfiction, such as landscape writing, popular culture, literary journalism, profile, and memoir. (5 units) NCX

#### **176. *Intensive Writing***

Extension of instruction in explanatory and exploratory academic writing principles introduced in prior courses. Activities include readings and intensive writing in a variety of topics across the curriculum with emphasis on revision of student writing through drafts, peer, and instructor review. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **177. *Argumentation***

Argumentative and persuasive writing, ideal for students planning careers in business, politics, or law. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **178. *Technical Writing***

Instruction in the writing of formal reports, procedures, proposals, and journalistic pieces, such as brochures and feature articles. Attention given to techniques of information gathering (including conducting interviews and surveys), document design, and editing. Open to students of all majors. Ideal for those planning careers in health care, the sciences, or industry. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **179. *Practical Business Rhetoric***

Instruction in various strategies for crafting an appropriate and attractive business personality through résumés and cover letters, job interviews, informal public speaking, e-mail, and other correspondence. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **180. *Writing for Teachers***

Prepares prospective teachers at all school levels for their responsibilities in the instruction of writing. One method employed will be close, intensive work with each student's own expository prose. A second method will be to investigate controversies in English education and composition studies. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **182. *Engineering Communications: Practical Writing and Presentation Skills for Engineers***

Focus is on effective written and oral communication specifically targeted for engineers in the industrial environment. Major topics include audience analysis, document design, revision, the design and use of graphics, ethical issues in communications, and oral presentation techniques. Open only to junior and senior engineering majors. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

#### **183. *Writing for Business***

A course in applied business rhetoric in which, individually and collaboratively, students will produce the kind of writing they can expect to encounter in the workplace, from résumés and e-mail, to quantitative and qualitative analyses, collaterals and executive summaries, formal reports and evaluations, etc., culminating in the development and delivery of an actual community service project designed to further Santa Clara's mission. *Prerequisites: ENGL 1 and 2. Priority given to juniors and seniors. Sophomores by permission of instructor.* (5 units) NCX

**184. Special Topics**

Major authors, genres, literary or theoretical movements, or themes. May be repeated for credit when topics differ. (5 units)

**185. Grants, Proposals, and Reports**

Study of and practice in the professional writing of grants, proposals, and reports. Analysis of subject matter, length, purpose, information sources, number and kind of readers, and the circumstances that lead to preparation. *Prerequisites: ENGL 1 and 2.* (5 units) NCX

**186. Women in Antiquity**

Investigation into the representation and the reality of women's lives in ancient Greece or Rome. Focus varies from year to year. May be repeated for credit when topics differ. *Also listed as CLAS 185 or 186.* (5 units)

**187. Classical Mythology in the Western Tradition**

*Also listed as CLAS 184.* For course description see CLAS 184. (5 units)

**188. Senior Seminar**

Special topics in English, American, or comparative literature for senior English majors. *Enrollment by permission of instructor.* (5 units) NCX

**189. Literature and Religion**

Exploration and analysis of central connections between religious and ethical questions, concerns, topics, and movements and their literary expressions in different social, cultural, individual, historical, geographical, and/or political contexts. May be repeated for credit when topics differ. (5 units)

**190. Practicum**

Supervised practical application of previously studied subject matter. May be related to the California Legacy Project

or to the Santa Clara Literary review. Students are graded P/NP only. May be repeated for credit. (variable units)

**191. Literature and Performance**

*Also listed as THTR 160.* For course description see THTR 160. (5 units)

**192. American Theatre from Black Perspective**

*Also listed as THTR 161.* For course description see THTR 161. (5 units)

**193W. Playwriting**

*Also listed as THTR 170 (Playwriting).* For course description see THTR 170. May be repeated for credit when topics differ. (5 units) NCX

**193. Advanced Playwriting**

*Also listed as THTR 171 (Advanced Playwriting).* For course description see THTR 171. May be repeated for credit when topics differ. (5 units) NCX

**194. Peer Educator in English**

Peer educators are invited by faculty to work closely with them, facilitating learning in a lower-division course. May be repeated for credit by permission of the instructor. (2 units)

**195. Dramaturgy**

*Also listed as THTR 185.* For course description see THTR 185. (5 units)

**196. Writing in the Community**

In this class, fiction writers and poets facilitate creative writing workshops at placements and agencies served by the Arrupe Center. *Permission of instructor required.* (5 units) NCX

**197. Practicum in Tutoring Composition**

Training in the tutoring of writing. Open to students of all majors who have strong writing skills and who enjoy helping fellow

students improve their work. Tutors are paired with freshman composition students, prepare reports of their tutorials, and write analytical papers about the tutoring experience. (5 units)

**198. Writing Internship**

Work-study program for students of superior writing ability who gain course credit by supervised writing on newspapers, magazines, or for government or private agencies. *Enrollment is by permission or invitation of the instructor and*

*department chair.* May be repeated once for credit. Students are graded P/NP only. (5 units) NCX

**199. Directed Reading/ Directed Research**

In special circumstances and with permission of the department chair, a student may request a course in directed reading or writing from an instructor. May not be taken in a subject listed in this bulletin. (5 units) NCX

**ENVIRONMENTAL STUDIES PROGRAM**

*Professor:* Geoffrey Bowker (*Regis and Diane McKenna Professor*)

*Associate Professors:* Leslie Gray (*Executive Director*), Lisa Kealhofer,

Michelle Marvier

*Assistant Professor:* Iris Stewart-Frey

The Environmental Studies Institute offers interdisciplinary programs of study leading to either a Bachelor of Science in Environmental Science or a companion major in Environmental Studies. The companion major in environmental studies is offered as a secondary major; students majoring in environmental studies also must complete the requirements for a primary major. The environmental studies major works well with a wide variety of primary majors, including anthropology, communication, political science, and economics. A minor in environmental studies and a special version of the environmental studies minor for engineering majors also are available. Both the environmental studies and environmental science programs provide students with the intellectual and ethical foundations they will need in addressing crucial environmental challenges of the 21st century: e.g., human population growth, urban sprawl, deforestation, global climate change, waste disposal, ozone depletion, air and water pollution, and loss of biodiversity.

Environmental studies programs are enriched by colloquia, including bi-weekly seminars, featuring presentations on environmental subjects by journalists, politicians, businesspeople, scientists, and other scholars. Majors in environmental science and environmental studies are expected to apply their knowledge outside the classroom by completing an approved internship or research experience, culminating in ENV5 198 Environmental Proseminar.

Environmental studies students are encouraged to study abroad in programs approved by the department. Courses such as Natural History of Baja include one week of immersion travel during University breaks. Environmental studies faculty occasionally offer summer courses in Costa Rica or in Trinidad and Tobago. In addition, both summer and academic year courses taken through the School for Field Studies readily transfer for credit toward our majors and minors.

Each student works with an environmental studies faculty advisor, who helps integrate the classroom curriculum with the student's plans for future study and/or work in environmental fields.

## REQUIREMENTS FOR THE MAJORS

### Major in Environmental Science

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in environmental science must complete the following departmental requirements:

- ENVS 11, 12, 13
- CHEM 11, 12, 13
- BIOL 21, 22, 23
- MATH 11, 12
- ECON 1
- PHIL 9 or ENVS 160
- One course from ANTH 50, ENVS 50, HIST 85, POLI 50, SOCI 50
- ENVS 101
- ENVS 198
- One course from BIOL 160, CENG 160, ENVS 110, ENVS 115
- Four courses from ANTH 142, ANTH 145, BIOL 120, BIOL 121, BIOL 131, BIOL 133/ENVS 133, BIOL 150, BIOL 156, BIOL 157/ENVS 141, BIOL 158, BIOL 165, BIOL 173, BIOL 180, CENG 140, CENG 143, CENG 163, ENVS 144, ENVS 145, ENVS 151, ENVS 170–189, ENVS 197
- Two courses from ANTH 140, ANTH 144, ANTH 155, COMM 120, ECON 101, ECON 111, ECON 129, ECON 130, ECON 134, ENGL 185, ENVS 120, ENVS 122, ENVS 123, ENVS 146, ENVS 147, ENVS 158, ENVS 161, ENVS 162, ENVS 163, ENVS 170–189, ENVS 196, HIST 184, POLI 130, POLI 167, SOCI 138, TESP 173
- Attend six environmental studies colloquia or complete ENVS 98

### Companion Major in Environmental Studies

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree and the requirements of their primary major, students with a companion major in environmental studies must complete the following requirements:

- ENVS 11, 12, 13
- ECON 1
- PHIL 9 or ENVS 160
- HIST 85
- One course from ANTH 50, ENVS 50, POLI 50, SOCI 50
- ENVS 101

- ENVS 198
- One course from BUSN 40, COMM 110, ENVS 110, POLI 170–174, PSYCH 40, SOCI 120
- One course from ANTH 145, ANTH 155, COMM 120, ENGL 185, ENVS 115, ENVS 123, ENVS 142
- Attend six environmental studies colloquia or complete ENVS 98

Students pursuing a companion major in environmental studies may choose from three concentrations.

#### *Environmental Economics Concentration*

- Three courses from ECON 101, ECON 111, ECON 120, ECON 129, ECON 130, ECON 134, ENVS 189
- One course from ENVS 120, ENVS 122, ENVS 162, ENVS 163, ENVS 185, ENVS 188, POLI 130, POLI 146, POLI 167

#### *Environmental Policy and Law Concentration*

- Three courses from ENVS 120, ENVS 122, ENVS 162, ENVS 163, ENVS 185, ENVS 188, POLI 130, POLI 146, POLI 167
- One course from ECON 101, ECON 111, ECON 120, ECON 129, ECON 130, ECON 134, ENVS 189

#### *Sustainable Development Concentration*

- Three courses from ANTH 140, ENVS 141, ENVS 145, ENVS 146, ENVS 147, ENVS 161, ENVS 184, ENVS 186, ENVS 189, SOCI 138
- One course from ECON 101, ECON 111, ECON 120, ECON 129, ECON 130, ECON 134, ENVS 120, ENVS 122, ENVS 158, ENVS 162, ENVS 163, ENVS 185, ENVS 188, ENVS 189, POLI 130, POLI 146, POLI 167

## REQUIREMENTS FOR THE MINORS

### Minor in Environmental Studies

Students must fulfill the following requirements for a minor in environmental studies:

- ENVS 11, 12, 13
- One statistics course from BIOL 160, BUSN 40, COMM 110, ENVS 110, POLI 170–174, PSYC 40, SOCI 120
- One ethical or spiritual issues course from ENVS 160, ENVS 161, ENVS 162, ENVS 163, PHIL 9, TESP 173
- Two economic dimensions courses: ECON 1 and ECON 111
- One political and legal dimensions course from COMM 120, ENVS 120, ENVS 122, ENVS 123, ENVS 140, ENVS 158, POLI 130

- One elective course from any courses listed above or ANTH 140, ANTH 142, ANTH 144, ANTH 145, BIOL 131, BIOL 133/ENVS 133, BIOL 150, BIOL 156, CENG 143, CENG 160, CENG 163, COMM 120, ECON 101, ENGL 185, ENVS 10, ENVS 20, ENVS 115, ENVS 130, ENVS 141–147, ENVS 196, HIST 85, POLI 130, SOCI 138
- ENVS 101
- Attend six environmental studies colloquia or complete ENVS 98.

### Minor in Environmental Studies for Engineers

Students majoring in engineering must fulfill the following requirements for a minor in environmental studies:

- ENVS 11 or 13
- One social, political, and legal dimensions course from ENVS 120, ENVS 122, ENVS 141, ENVS 146, ENVS 147, ENVS 158, HIST 85
- One ethical and spiritual dimensions course from PHIL 9, ENVS 160, ENVS 161, ENVS 162, ENVS 163, TESP 173
- Five environmental engineering courses from CENG 121, CENG 140, CENG 143 plus two from CENG 123, CENG 139, CENG 142, CENG 144, CENG 160, CENG 162
- CENG 192A and 193; Senior design project must have an environmental focus and is subject to approval by the environmental studies director
- Attend six environmental studies colloquia or complete ENVS 98

## LOWER-DIVISION COURSES: ENVIRONMENTAL STUDIES

### 10. *The Joy of Garbage*

What happens to the things we don't want? This class follows the path of our waste products as they are burnt, decomposed, landfilled, treated, recycled, reused, dumped on minority communities, or shipped abroad. Building on basic chemical and biological principles, and using the scientific method to guide us, we will explore the fates of organic and non-organic detritus, and search for sustainable solutions to waste problems. (4 units)

### 11. *Introduction to Environmental Science*

This course offers a broad introduction to the major environmental threats facing

the world, as well as the key questions or policy debates surrounding our response to these threats. Problems such as habitat destruction, over-harvesting, invasive species, emerging diseases, and global warming cannot be addressed without considering the diversity of cultures and socioeconomic conditions in the global community. Lectures will deliberately contrast the means and obstacles to tackling environmental issues in developed vs. developing countries. In-class and independent research assignments will help students develop critical thinking skills and to analyze and present information pertaining to environmental issues. (4 units)

### 12. *Introduction to Environmental Studies*

Human degradation of the global environment is an overarching concern for contemporary and future societies. The field of environmental studies is a relatively new, interdisciplinary field that draws heavily from the social sciences to propose ways society can develop environmental solutions. This is a survey course that will enable students to understand the composition and evolution of environmental studies as a field, and provide them tools to analyze environmental problems and solutions on a local, national, and global scale. This course will introduce students to: 1. the major environmental problems facing human societies; 2. the key social science disciplines and their contributions to the field of environmental studies; 3. the methodologies used by these disciplines and the way they shape understanding of nature/society relations; and 4. the importance of ethics and leadership in developing environmental solutions. (4 units)

### 13. *Soil, Water, and Air L&L*

This course focuses on the contributions of the geological and physical sciences to environmental science. The basic physical and geological processes that shape the Earth and govern changes in the environment are discussed. We will address questions regarding the continents, landscapes, oceans, freshwater reservoirs, and the atmosphere. How did they form? Which processes are taking place to change them? How are they affected by human action? Understanding of the concepts will be deepened by laboratory activities and field trips. Laboratory and field work 15 hours. (4 units)

### 20. *The Water Wars of California L&L*

In California, the average person uses about 230 gallons of water a day while most of the population is concentrated in areas that receive less than 20 inches of rainfall per year. This course will use the

history of water resource use and abuse in the state of California as a backdrop for investigating the interplay of hydrology, climate, and human population growth. Students will examine factors that affect the supply, distribution, demand, and quality of freshwater in the state of California. The important roles of climatic processes, variability, and global climate change will be highlighted, and population pressures on water resources will be analyzed. Concepts will be reinforced by field projects and through comparative case studies from California and beyond. Laboratory 15 hours. (4 units)

### 39. *Drawing from Nature*

Development of basic drawing skills using natural subjects to encourage interest in future self-motivated drawing. Projects include drawing from nature using pencils, pen, and ink; drawing perspective, seeing proportions, line drawing, and shading techniques; drawing birds, trees, rocks, water, and clouds. (4 units) NCX

### 50. *World Geography*

Provides an understanding of world geography through an appreciation of contemporary global problems. Problems include the environmental crisis, international relations, demographic trends, and economic development. Special emphasis on world hunger and the roots of third-world poverty. *Also listed as POLI 50.* (4 units)

### 98. *Outdoor Leadership Experience (OLE)*

This course uses instruction in wilderness safety, outdoor technical skills and low-impact camping to develop leadership skills and an appreciation of the natural world. An online application is required prior to instructor approval. Application forms will be made available at the beginning of the quarter prior to the course offering. Students are graded P/NP only. (2 units) NCX

## UPPER-DIVISION COURSES: ENVIRONMENTAL STUDIES

**101. Capstone Seminar**

Capstone is a guided group and individual research course that each year is aimed at a different environmental topic of global significance. Past topics have included the regulation of biotechnology, using ecosystem services to create financial incentives for conservation, the social equity and biological effectiveness of private land conservation, and the national choices facing China with respect to agricultural policy. The course begins with lectures so that students gain a foundational background for the quarter's research topic. Students write individual papers, group papers, give oral presentations, and develop project management skills. Some students end up pursuing their research after the course, even to the point of publication. (5 units) NCX

**110. Statistics for Environmental Science L&L**

A course in applied statistics for biologists and environmental scientists planning to conduct manipulative experiments. Students gain training in experimental design, quantitative analysis, and hypothesis testing. Theory and concepts are covered in lectures and readings. Laboratory sessions provide practical experience in computing statistical procedures by hand and with statistical software. Examples used in lectures and lab assignments are derived from medical research, physiology, genetics, ecology, and environmental risk assessment. Laboratory 30 hours. *Also listed as BIOL 160 Biostatistics. Prerequisite: BIOL 23 or permission of instructor.* (5 units)

**115. GIS in Environmental Science L&L**

A working knowledge of Geographic Information Systems (GIS) is essential for many careers in environmental science.

This class and laboratory will focus on methods of generating, querying, analyzing, and displaying GIS data utilizing industry standard software. Possible topics include land use change, pollution, and population growth issues. Each student will propose and carry out a GIS project with an environmental application. Laboratory 30 hours. (5 units)

**120. Introduction to Environmental Law and Regulation in the United States**

Introduction to the U.S. legal system's approach to environmental protection. Topics include the roles of legislatures and environmental agencies at the federal, state, and local levels; the independent role of the judiciary in establishing environmental law; and specific statutes, such as the Clean Air Act. Students evaluate questions of federalism, uses of economic incentives, and relationships between environmental protection and economic growth. (5 units)

**122. U.S. Environmental Policy**

This course will focus on U.S. environmental policy between 1960 and 2006, highlighting the Endangered Species Act, Clean Water Act, Clean Air Act, and policy responses to global warming. We will use these four foci to gain an understanding of how policy is formulated, how one might measure its consequences, and the role of communication and politics in moving policy forward (or blocking policy advances). We all aim to make a difference, and this course will focus on major policy junctures and analyze how those differences were made or not made. We will focus on how the acts above came to be, and the ongoing policy debates surrounding their administration and implementation. (5 units)

**123. Communicating Environmental Science to the Public**

Some of the most complex political issues of our time are tied to complex scientific debates. Issues of climate change, biodiversity, habitat preservation, guaranteeing fresh water supply, and so on are at the cutting edge of environmental science—and yet frequently political decisions (for our own and for future generations) must be made on the basis of incomplete knowledge. In this course, we examine how scientists, activists, and politicians communicate with each other and with the public on environmental matters. *Also listed as COMM 161A.* (5 units)

**130. Environmental Art: Theory and Practice**

Contemporary environmental artists seek to preserve and restore the natural world by creating artworks that address ecological challenges and point toward positive solutions to these problems. In this course students work and study with an environmental artist. After a review of contemporary environmental art, students write brief papers on current ecological challenges and then work in small groups to create conceptually based installations (site-specific sculptures) on campus that relate to these issues. Students learn techniques for creative thinking, transforming ideas into art, and basic art skills. This course is especially valuable for future teachers. (5 units) NCX

**133. Ecology of California Plant Communities L&L**

This course focuses on the factors controlling plant community composition in California, with emphasis on the basic question of plant ecology: Why are these plant species found here? Field trips highlight the astounding diversity of the California floristic province, emphasizing identification of plant species and sampling methods for ecological studies.

Laboratory and field work 30 hours. *Also listed as BIOL 133. Prerequisite: BIOL 23.* (5 units)

**141. Environmental Biology in the Tropics**

This summer course examines tropical biology and ecology and their relationship to issues of sustainable development. One week of instruction at SCU and three weeks of field study in Costa Rica. Particular emphasis on primate biology, reforestation and restoration ecology, mangrove conservation, sustainable agriculture and fair trade, and ecotourism. Taught in conjunction with ENV 39. Enrollment by application via International Programs. *Also listed as BIOL 141. Prerequisite: BIOL 23.* (5 units) NCX

**142. Environmental and Nature Writing**

Students in this course will compose a finished article for publication in a magazine or journal after having engaged in market research, analysis of submission guidelines for select periodicals, discourse analysis, and correspondence with editors. Students may choose to participate in either discourse, that of environmental writing or that of nature writing, and may elect to write for either a general or scholarly audience. Students will mail a manuscript to an editor on the final day of class. *Also listed as ENGL 174, Nonfiction writing. Prerequisites: ENGL 1 and 2.* (5 units) NCX

**144. Natural History of Baja**

Students will learn the natural history of marine and terrestrial organisms inhabiting desert and coastal ecosystems of Baja California, in a context that permits examination of issues of sustainability, development, and ecotourism. Meets once a week during winter quarter at SCU, followed by a spring break field trip to inland and coastal protected areas in

Baja. Enrollment by application only. Additional travel fees required. *Prerequisite: ENVS 1 or ENVS 11.* (5 units) NCX

#### **145. Environmental Technology**

A survey course covering a variety of environmentally conscious technologies. Course addresses “bleeding edge” as well as more traditional technologies that enhance the quality of all life forms in both the developed and developing countries. Concentration on environmentally conscious technologies used in the following general areas: air quality, biotic systems, climate, energy, land, population, transportation, waste, and water. (5 units)

#### **146. Sustainable Development in Rural Latin America**

This course offers a cross-disciplinary examination of the prospects for “sustainable development” in rural areas of Latin America. We will use diverse points of view to look at interactions between poverty, development, and environmental degradation. While there is no single, universally accepted definition of sustainable development, a central goal of this course is that each student come away with the ability to understand the key elements that distinguish different disciplines on this subject. (5 units)

#### **147. International Environment and Development**

This course examines the intersection of environment and development in the developing world. Students will explore meanings and measures of development as well as international institutions that influence development and environmental policy. Conceptual frameworks for addressing human-environmental relationships, including globalization, famine and hunger, sustainable development, population-poverty interactions and gender will be explored. Specific topics to be covered include deforestation, water use, conservation and

development, oil extraction, and urbanization. (5 units)

#### **149. Politics of African Development**

Examines why Africa is the poorest region of the world, focusing on legacies of colonialism, failed political systems, poor economic choices, and external interventions. Discussion of how some states have collapsed into warlordism, civil war, and genocide and how others are creating democratic movements to reverse a history of economic decline. *Also listed as POLI 146.* (5 units)

#### **151. Restoration Ecology L&L**

The science and practice of restoring degraded ecosystems, with an emphasis on plant ecology. Through fieldwork in restoration experiments and examination of literature case studies, students will grapple with basic questions: How do we decide what to restore? How do we restore it? And how do we know if we're finished? Emphasis on reading and writing scientific papers, working with data, and critically judging the success of restoration projects in meeting goals of biodiversity and ecosystem function. Laboratory and field work 30 hours. *Also listed as BIOL 151. Prerequisite: BIOL 23.* (5 units)

#### **156. General Ecology L&L**

Quantitative study of the interrelationships of organisms with their biotic and abiotic environments. Emphasis on population dynamics, interspecific relationships, community structure, and ecosystem processes. Laboratory and field work 30 hours, including one weekend field trip. *Also listed as BIOL 156. Prerequisites: BIOL 23 and MATH 11.* (5 units)

#### **158. Conservation Psychology**

Many environmental problems (e.g., global warming, pollution, biodiversity loss, and resource depletion) are caused by human behavior, and changing this

behavior is necessary in order to solve them. Topics include psychological reasons (emotions, thoughts, values, motivations, social context) why people behave in environmentally sustainable or unsustainable ways, and how psychology can be used to develop policies and other interventions to help promote sustainable behavior. *Also listed as PSYC 158. Prerequisites: PSYC 1, 2, 40, 43, or permission of the instructor.* (5 units)

#### **160. Spirituality and Sustainability**

Investigation of the challenge of integrating ecological consciousness and environmental leadership with the practice of spirituality. Examines the diversity of religious responses to the global sustainability crisis, and the potential of consciousness to facilitate social transformation in light of Christian, Buddhist, and Hindu spiritual traditions. (5 units)

#### **161. The Moral Vision of Cesar Chavez: Agriculture, Food, and Environment in Catholic Social Teaching**

Introduction to Catholic perspectives on agriculture, the food system, the environment and sustainability. Uses the moral vision of the most prominent Mexican American in history as a vehicle for understanding the ethical dilemmas in the modern agrofood system. Investigates the role of race and class in perpetuating injustices against farmworkers. Discusses how Chavez was inspired by Catholic social teaching to engage in solidarity with poor communities of color, and how he carried forward its message of justice. (5 units)

#### **162. Environmental Justice Practicum: The Central Valley**

Investigation of the social, political, and religious meanings of environmental justice, i.e., the intersection of social justice and environmental protection. Describes

the role that race and class have played in environmental degradation in rural California. Examines social and political structures that perpetuate conditions of injustice for low-income, communities of color in rural California. Coursework will contribute to the Diocese of Stockton's multi-year Environmental Justice Education Project. (5 units)

#### **163. Faith, Ethics, and the Biodiversity Crisis**

Survey of the global collapse of biological diversity. Religious implications of this environmental crisis, and a survey of the religio-ethical analysis and response by major faith traditions in light of the greening of religion. Examines the role that ethics can play in articulating conservation initiatives. (5 units)

#### **196. Special Topics in Environmental Studies**

An environmental studies course taught by a visiting professor. Course content and topics vary depending on the professor. (5 units)

#### **197. Special Topics in Environmental Science**

An environmental science course taught by a visiting professor. Course content and topics vary depending on the professor. (5 units)

#### **198. Environmental Proseminar**

Seminar course for graduating seniors, intended to permit reflection on an internship or research experience and foster the further development of professional skills. Prior to enrolling, students must complete 100 hours of work in one of the following options: 1) an approved off-campus environmental internship (see ESI executive director for approval before initiating the internship), 2) approved environmental research with SCU faculty (ENVS 199A or 199B) or through

directed research at the School of Field Studies, or 3) the Environmental Vocation Internship (ENVS 199C). Unit credit dependent on prior credits granted for internship or research work. Students are graded P/NP only. *Prerequisite: Permission of ESI executive director.* (1-5 units) NCX

### **199. Directed Reading, Research, or Internship**

Students wishing to enroll in 199A, 199B, or 199C should meet with the faculty supervisor no later than the fifth week of the term preceding the start of the project. For 199A and 199B a written description of the proposed project must be presented to the ESI executive director for approval.

#### **199A. Directed Reading in Environmental Science or Environmental Studies**

Detailed investigation based on directed readings on advanced environmental topics, under the close supervision of a faculty member. *Prerequisite: Permission*

*of ESI executive director and instructor before registration.* (1-5 units) NCX

#### **199B. Directed Environmental Research**

Supervised laboratory, field, or other research under the guidance of a faculty member. The goal should be a written report suitable for publication. *Prerequisite: Permission of ESI executive director and instructor before registration.* (1-5 units) NCX

#### **199C. Environmental Vocation Internship**

A two-quarter sequence facilitating environmental education and research in local faith communities. Interns will create customized educational projects and models while gathering information about social attitudes toward religion and the environment. Environmental vocation and leadership are emphasized. Students are graded P/NP only. *Prerequisites: Permission of instructor before registration.* (1-5 units) NCX

## **ETHNIC STUDIES PROGRAM**

*Associate Professors:* Ramón D. Chacón, Juliana Chang (*Program Director*), Bridget C. Cooks Cumbo

*Assistant Professors:* Perlita Dichochea, Robin Hayes, James Lai

The Ethnic Studies Program provides a critical analysis of historical and contemporary formations of race, ethnicity, class, and gender. In the pursuit of social justice, it challenges dominant views of racial and ethnic groups that lead to inequalities. Ethnic studies focuses on the roles and experiences of African Americans, Asian/Pacific Islander Americans, Latinas/Latinos, Native Americans, and other racialized peoples within the framework of the United States and within transnational frameworks.

As an academic program, ethnic studies fosters interdisciplinary inquiry. The faculty comprise a community of scholars of critical race and ethnic studies, while serving as teachers, mentors, and role models for undergraduate students. Ethnic studies strives to make connections between University learning, racial and ethnic communities, and social change and encourages a reflective engagement with society and a commitment to fashioning a more humane and just world. The Ethnic Studies Program serves as a resource for students, faculty, and staff across the University who are interested in issues of race and ethnicity. The program offers a minor in ethnic studies.

The ethnic studies minor complements a student's major by broadening the field of study to include an academic focus on race/ethnicity. It enhances a student's employment opportunities in business, education, law, medicine, social work, and government. The minor provides a foundation for graduate studies for students who plan to become university professors and researchers with a specialization in ethnic studies.

### **REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in ethnic studies:

- ETHN 5
- Two courses from ETHN 10, 20, 30, 40
- Three upper-division courses in an area of specialization (i.e., African American studies, Asian American studies, Chicana/Chicano studies, or comparative ethnic studies)
- ETHN 199

### **Departmental Courses Applicable to the Minor**

*Note: For descriptions, see the listings of the relevant departments. Students should consult with the director of the Ethnic Studies Program to determine the applicability of courses taken at other institutions or in study abroad programs.*

- ANTH 86, 90, 146
- ARTH 46, 141
- COMM 121A, 127A
- ECON 155
- EDUC 106
- ENGL 35, 36, 37, 38, 39, 69, 130, 134G, 139, 140, 155, 158, 166
- HIST 81, 104, 180
- MUSC 71
- SPAN 133
- POLI 153, 185
- RSOC 91, 164, 184
- SOCI 132, 150, 153, 175, 190
- THTR 14, 15, 65, 161, 189



### LOWER-DIVISION COURSES

#### 5. *Introduction to the Study of Race and Ethnicity in the United States*

Focuses on immigration and intercultural race relations for the major cultures of color in the United States: African American, Asian American, Latina/o, and Native American. Discussion of each group historically in relationship to each other and the dominant culture. Through critical readings, class discussion, and film, students will have opportunity to develop a solid intercultural foundation to the understanding of race and cultural diversity in United States. Course is a basis for classes offered by all faculty in the Ethnic Studies Program particularly the introductory level courses. The course also serves as an introduction to the minor in the Ethnic Studies Program. (4 units)

#### 10. *Introduction to Native American Studies*

Multidisciplinary course addressing key issues regarding identity and definition among indigenous peoples in the United States. How members of each group view themselves; how they are defined by others; how interactions between the different cultures influence one another. (4 units)

#### 20. *Introduction to Chicana/Chicano Studies*

Survey course in Chicana/Chicano studies addressing key issues in Chicana/o communities in the United States. Focuses on such issues as immigration, culture, family, family and kinship, identity, gender roles, religion, education, politics, and labor force participation. (4 units)

#### 30. *Introduction to African American Studies*

Multidisciplinary survey of African American culture. African cultural heritage and African survivals. World views

and values, religious beliefs, family and kinship, language. Contemporary community issues of identity, sex roles and stereotyping, housing, employment, and education. (4 units)

#### 31. *Introduction to African American Art*

Also listed as ARTH 46. For course description see ARTH 46. (4 units)

#### 40. *Introduction to Asian American Studies*

Multidisciplinary survey of Asian Americans. Asian cultural heritage, immigration, and the formation of Asian American communities. World views and values, religious beliefs, family and kinship, language. Contemporary community issues of identity, sex roles, stereotyping, employment, and education. (4 units)

#### 50. *Introduction to Filipino American Studies*

Mainstream representations of the Filipino American community. Twentieth-century works written by and about Filipino Americans, with an emphasis on four relevant themes: the legacy of Spanish Colonialism and American Imperialism; U.S. politics and the history of Filipino American activism and resistance; problems of identity as it relates to class, gender/sexuality, mixed heritages, and generational differences; and Filipino Americans and popular culture. (4 units)

#### 55. *Cross-Racial Electoral Politics*

Examination of the historical and contemporary political movements among the major minority groups in the United States since the 1960s. The origins and goals of the Black Power movement, the Chicano/a movement, the Asian

American movement, and the Native American movement will be focused on during the quarter. Each of these movements embodies similar and different trails with regard to their respective group's quest for political power and elected representation. Due to contemporary immigration trends, Latinos and Asian Americans have challenged the Black-White paradigm that has traditionally defined U.S. racial politics in local and state level politics. The result, in some instances, has been interracial competition and conflict at these levels. The necessary elements needed to build and to

sustain multiracial coalitions along with what the political future holds for these minority groups will be addressed. (4 units)

#### 96. *Race, Class, and Culture Through Film*

Using film as a medium, the course will examine the issues of race, class, and culture as they relate to four racial minority groups: African Americans, Native Americans, Chicanos, and Asian Americans. The themes of race, class, and culture are viewed both historically and contemporarily. (4 units)

### UPPER-DIVISION COURSES

#### 112. *Native Peoples of the United States and Mexico*

Examination of the national policies, ideologies, and attitudes that have shaped the lives of indigenous peoples living along the U.S.-Mexico border. Issues include cultural survival, cultural change, national and individual identity, gender relations, legal and political problems, and intercultural relations. (5 units)

#### 120. *Mexican Immigration to the United States*

Examination of the process of Mexican immigration to the United States since 1910 with a focus on the role of Mexican immigrant labor in California agribusiness. An analysis of reasons for Mexican immigration and the responses of the United States to such immigration. Special focus on Mexican farm laborers, the various movements to organize them, and on Cesar Chavez and the UFW. (5 units)

#### 121. *Chicana/Chicano Families and Gender Roles*

An examination of Chicana/Chicano families in the United States. Addresses two general areas in family research: (1) the historical development of Mexican

immigrant families and subsequent generations of communities and families of Mexican Americans, and (2) a life-cycle analysis of families with a specialized focus on gender roles and relations. (5 units)

#### 122. *Chicana/Chicano Communities*

Examination of the development of the social, cultural, political, and economic structures that shape Chicana/Chicano communities in the United States. Themes include the evolution of barrios, the historical and contemporary impact of Mexican land grants, ghettoization, education, gangs, employment, and the political economy. (5 units)

#### 125. *Latinas/os in the United States*

Examination of the experience of Latinas/os in the United States, focusing on people of Mexican, Central American (El Salvador, Guatemala, and Nicaragua), and Caribbean (Puerto Rico, Cuba, and the Dominican Republic) descent. The countries of origin, immigration, settlement patterns, comparative issues, and the condition of Latinas/os in the United States will be explained. Course content addresses both historical and contemporary issues. (5 units)

**141. Asian American Women**

An examination of Asian American women from a historical and contemporary framework within U.S. society. Focuses on the struggle for identity and adjustment in the first generation and the conflicts with subsequent generations of Asian American women. Analyzes two major themes: (1) the interplay of gender identity formation and conflict, both in the family and in the paid labor force, and (2) the development of individual and collective survival strategies. (5 units)

**142. Asian American Communities**

An examination of selected topics affecting Asian Americans in the United States. Issues include the changing nature of communities, community institutions, anti-Asian violence, occupational glass ceilings, higher education, political mobilization, gender relations, identity formation, and the new patterns of Asian immigration. (5 units)

**150. Racial/Ethnic Writers in Comparative Perspective**

An examination of the expression of race and ethnicity in the writings of African Americans, Asian Americans, Native Americans, and Chicanas/os. Themes include the racial/ethnic/gender/class representation of self, identity, culture, and community in U.S. society. Focus on the interrelationship between literature and literary criticism and the sociohistorical context within which it is produced. (5 units)

**151. Educating Linguistic and Cultural Minority Students**

This course will prepare students who are interested in teaching to work with cultural and linguistic minority students. We will consider the ways in which different groups socialize children for learning and how learning patterns acquired in the home can conflict with the culture of school. Students will consider instructional approaches for working with diverse populations in their classrooms. (5 units)

**155. Racism in the United States**

Multidisciplinary study of racism in the United States. Its historical manifestations from the arrival of Europeans in North America to contemporary times; its psychological dimensions (prejudice, stereotypes, discrimination); and its place in the U.S. political economy. Emphasis on African Americans, but includes discussion of Native Americans, Chicanos/as, and Asian Americans. (5 units)

**190. Special Topics in Ethnic Studies**  
(1 – 5 units)**199. Directed Readings/Research or Internship**

A Capstone senior project representing a student's specialization in ethnic studies. *Prerequisite: Written approval by the director of the Ethnic Studies Program prior to registration.* (2 - 5 units)

**DEPARTMENT OF HISTORY**

*Professors Emeriti:* Dorothea French, Mary McDougall Gordon, Peter O'M. Pierson, Sita Anantha Raman

*Professors:* Steven M. Gelber, Jo Burr Margadant (*Lee and Seymour Graff Professor*), Gerald McKeivitt, S.J. (*Ignacio Ellacuria, S.J., University Professorship for Jesuit Studies*), Barbara Molony (Department Chair), Timothy J. O'Keefe, Robert M. Senkewicz, David E. Skinner

*Associate Professors:* Ramón D. Chacón, George F. Giacomini Jr., Arthur F. Liebscher, S.J., Thomas Turley, Nancy Unger

*Assistant Professors:* Fabio López-Lázaro, Pedro Machado, Amy E. Randall

History provides an understanding of all aspects of the human past. By synthesizing the humanities and social sciences, the study of history imparts the ability to research, analyze, and communicate the reasons humanity has developed in particular ways. Knowledge and skills developed in history are excellent preparation for graduate study and careers in education, communications, government, law, and business.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in history must complete the following departmental requirements:

- One history course in each of five geographical areas: Africa/Middle East, Asia, Europe, Latin America, and United States
- Four lower-division courses in three of the five geographical areas mentioned above, at least one of which must be in the student's area of projected individual specialization
- Nine approved upper-division courses, four of which must be in the student's individual area of specialization
- HIST 100 and HIST 101, which may be counted among the four lower-division or nine upper-division courses
- HIST 198

**REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in history:

- Seven history courses, including four upper-division courses

**PREPARATION IN SOCIAL SCIENCES FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS**

The State of California requires that persons seeking a credential to teach history in California schools hold a single-subject teaching credential in social science authorizing them to teach history and social science classes in departmentalized settings. Students wishing to enroll in a credential program must pass a subject-area examination

in social science. The teaching credential program itself requires the completion of an approved credential program, which can be completed as a fifth year of study with student teaching, or through a summer program and internship in conjunction with the undergraduate pre-teaching program.

The Department of History offers a program that prepares students for the subject-area examination and admission to a credential program. Requirements of the preparation program are:

- Six lower-division history courses: HIST 7, 8, 9, 11, 12, and 13
- Eight upper-division history courses: HIST 100, 101, 184, 186, 190, and three courses in world history
- Seven social science courses: ANTH 50 or POLI 50, ECON 1 and 2, EDUC 198, POLI 1, POLI 2 or an upper-division political science course, and an upper-division course in anthropology, psychology, or sociology

Students are encouraged to minor in urban education. Students who are contemplating secondary school teaching in Social Science should consult with the coordinator in the Department of History as early as possible.

#### UPPER-DIVISION COURSES: GENERAL HISTORY

##### **100. Historical Interpretation**

An investigation of the diverse methods historians use to examine the past. Required of all majors. (Satisfies a European requirement for the major.) *For history majors and minors or with permission of the instructor.* (5 units)

##### **101. Historical Writing**

Researching and writing history papers. Required of all majors as a prerequisite for HIST 198. (Satisfies a United States requirement for the major.) *For history majors and minors only. Recommended to be taken in the sophomore or junior year.* (5 units)

##### **190. Capstone Seminar in Social Sciences**

This seminar is open only to students enrolled in the subject matter preparation

program in social sciences or to liberal studies majors with a minor in history. Designed for students who contemplate a career in the teaching profession. As a capstone course, it integrates the subject matter from courses in the social sciences, including history, economics, geography, political science, and education. (5 units)

##### **198. Capstone Seminar**

A topical course designed to give seniors the opportunity to write an in-depth original research paper under the guidance of the seminar instructor and a faculty specialist chosen by the student. *For senior history majors only. Prerequisite: HIST 101.* (5 units)

Southeast Asia, South Asia, Africa, the Middle East, Europe, the Americas, and Oceania. Survey of the foundations of each region. Patterns of connection and interdependence in world history. (4 units)

##### **4. World Geography until 1492**

An overview of the great civilizations of the world prior to the Columbian Exchange, focusing on the geographical, cultural, economic, and political features of the complex societies in East Asia,

##### **5. World Geography after 1492**

An overview of world historical development since the Columbian Exchange, noting the distinct cultural foundations of the major regions of the world (East Asia, Southeast Asia, South Asia, Africa, the

Middle East, Europe, the Americas, and Oceania). Examination of globalization as a system of increasing economic interdependence and cultural, demographic, and technological exchange. (4 units)

#### UPPER-DIVISION COURSES: WORLD AND COMPARATIVE HISTORY

##### **103. History of the Jesuits**

Interdisciplinary course that examines the evolution of the Society of Jesus (the Jesuits) from the order's founding at the close of the Middle Ages to the present. Selected themes include: the defining features of Ignatian spirituality, the development of the order's educational system, the Jesuit role in the encounter between European cultures and the cultures of Asia and the Americas, and the new orientations of the order that have emerged in reaction to changes in Catholicism and in the world at large in the late 20th century. (5 units)

##### **104. African Americans and Africa**

Historical examination of the roots of African American culture and politics: the impact of the Atlantic slave trade and the continuity of African culture in the Western hemisphere. (5 units)

##### **105. Modern World History**

Examination of the significant events, relationships, and ideas that have shaped the development of a transformed international system during the past 300 years. Focus is on a few themes, rather than a chronological survey of different regions or cultures. Major themes include the scientific and industrial revolutions, new technologies, nationalism and imperialism, effects of new technologies, anti-colonialism and neo-imperialism, the new world (dis)order. (5 units)

##### **106. You Are What You Eat: A Global History of Foods, Drugs, and Medicines**

An analysis of the human use of plants as sustenance, mood enhancers, and health agents with particular attention to the Neolithic invention of agriculture, its spread through monumental civilizations, and the capitalistic globalization of food cultures since 1500 caused by imperialism and industrialization (e.g., fast food and national cuisines). Specific theories to be examined include J. Diamond's interpretation of agriculture as an element in the differential evolution of human societies, historians' emphasis on the role sugar played in the development of African slavery, and contemporary concerns about the ecological and health shortcomings of agribusiness. (5 units)

##### **191. Cross Area Studies**

Original research and group discussion of selected problems and periods.

##### **199. Directed Reading/ Directed Research**

Directed reading and research in source materials and secondary works dealing with selected historical problems in world and comparative history. *Prerequisite: Permission of department chair and instructor.* (5 units)

### LOWER-DIVISION COURSES: UNITED STATES HISTORY

#### 7. *United States: Colonies and Constitution*

Introductory survey of U.S. history from first European settlement through the Constitutional Convention. Political, economic, social, and intellectual aspects of America's first 200 years. (4 units)

#### 8. *United States: The 19th Century*

Introductory survey of U.S. history from the Constitutional Convention to the Spanish American War. Political, economic, social, and intellectual aspects of the century that saw the nation evolve from an infant state to an industrial world power. (4 units)

#### 9. *United States: The 20th Century*

Introductory survey of U.S. history from the Spanish American War to the year 2000. Political, economic, social, and intellectual aspects of America in an era of international involvement and domestic change. (4 units)

#### 81. *Chicanos in the Southwest*

Survey of the Chicanos in California and the Southwest. Emphasis on the period since 1848, and on Texas, New Mexico, and California. (4 units)

#### 84. *Women in American Society*

Examination of the rich history of the changing social, economic, political, and intellectual life of women in the United States. Focuses on issues of gender, race, class, geographic setting, and ethnicity. Primary and secondary sources will be used to examine women's self-conceptions and self-identifications, as well as gender constructs and prescribed roles. (4 units)

#### 85. *Introduction to United States Environmental History*

Study of American environmental history from the pre-Columbian period to the present. Examines the interactions in history between the physical environment and economics, politics, gender, race, ethnicity, and religions. (4 units)

### UPPER-DIVISION COURSES: UNITED STATES HISTORY

#### 170. *Revolution, Confederation, Constitution*

Intensive study of the origins, progress, and culmination of the American Revolution to 1800. (5 units)

#### 171. *The New Nation*

Social and political reforms, expansion, and changes, sectional and national politics of the United States between 1800 and 1850. (5 units)

#### 172. *The Union in Crisis*

A study of the major aspects of the antebellum period, the Civil War, and the problems of Reconstruction: the abolitionists, the rise of the Republican Party, the conduct of the war, the role of the

free African American, constitutional readjustment, and the rise of the new South. (5 units)

#### 173. *The Modern Era: 1920–1960*

The end of the Republican ascendance in the 1920s and the rise of the New Deal coalition. America at war again and the Cold War at home and abroad. (5 units)

#### 174. *America in the 1960s*

Little Rock to Watergate: social, political, and foreign policy upheavals of the 1960s. Civil rights movement, student and antiwar movements, hippies, and others. Kennedy and Johnson, end of the Cold War and the Vietnam War, Nixon and Watergate. (5 units)

#### 175. *20th-Century United States Diplomatic History*

Critical study of U.S. international relations. Economic, political, social, and public opinion forces influencing the development of U.S. policy. (5 units)

#### 177. *Gays and Lesbians in United States History*

Examination of the significance of gay men and lesbians across the broad sweep of American history, beginning with pre-Columbian Native Americans and concluding with the modern era. Religious, intellectual, economic, political, and social ramifications will all be examined. (5 units)

#### 178. *Leisure and Sports in America*

Exploration of the development and meaning of leisure activities and sports in America beginning in the colonial period and ending in the recent past. Examination of the relationship between leisure and the broader culture, looking at the impact of economics, technology, and social values on what Americans have done in their non-work time. (5 units)

#### 179. *Special Topics in Early United States History*

Courses offered occasionally on subjects outside the standard curriculum in early United States history. (5 units)

#### 180. *Native Americans of the United States*

Native American history from colonial times to the present from the perspective of native peoples. The focus is on selected Indian peoples in each historical period with an emphasis on native responses to changing historical circumstances, the continuity of Native American cultures, and Indian relations with the U.S. government in the 19th and 20th centuries. Topics include colonialism, Native Americans and environments, regional and tribal histories. (5 units)

#### 181. *American Women Since 1900*

Examination of the rich history of the changing social, economic, political, and intellectual life of American women from 1900. Issues of gender, race, class, geographic setting, and ethnicity will merit appropriate attention. Primary and secondary sources used to examine women's self-conceptions and self-identifications, as well as gender constructs and prescribed roles. Women's role in the Gilded Age, the Progressive Era, WWI, the Depression, and WWII will be followed by extensive coverage of the transitions created/endured by American women from the post-war period to today including the rise of feminism and its ongoing challenges. (5 units)

#### 182. *Sex and Family in American History*

History of sex and the family from the 17th to the 20th century. Impact of social and economic change on sexuality, courtship, marriage, and child rearing. Cultural construction of gender roles and sexual roles. (5 units)

#### 183. *American Capitalism*

Analysis of the philosophy and social impact of the capitalist idea as it developed in America from the colonial period to the 20th century. Explores the meaning of the work ethic, ideas of economic reform, and ideology of business leaders, among other topics. (5 units)

#### 184. *American Historical Geography*

Introduction to the physical and cultural geography of the United States with a special emphasis on California. Texts, maps, and discussions used to explore how America's geography is not just the stage for American history but an integral player in that history. (5 units)

**186. California**

Survey of the state's history: its Native American origins, Spanish invasion and missionization, Mexican period, U.S. conquest, gold rush, and development to the present. (5 units)

**187. The American West**

A study of the American West as frontier and region in transit from the Atlantic seaboard to the Pacific coast from the 17th century to the present with an emphasis on the 19th-century trans-Mississippi frontier. Topics include European invasions of the aboriginal world; exploration; the fur trade; mining and farming frontier; ethnicity and gender in multicultural regions; the West in film, fiction, and art; contemporary meaning of the West. (5 units)

**LOWER-DIVISION COURSES: EUROPEAN HISTORY****11. Western Civilization: Ancient**

Interdisciplinary survey of the development of Western culture from the Near Eastern origins of Western civilization through the collapse of the Roman Empire. *Also listed as CLAS 62.* (4 units)

**12. Western Civilization: Medieval and Early Modern**

Interdisciplinary survey of the development of Western culture from the fall of the Roman Empire through the 17th century. (4 units)

**UPPER-DIVISION COURSES: EUROPEAN HISTORY****108. Ancient Greece**

*Also listed as CLAS 108.* For course description see CLAS 108. (5 units)

**109. The Hellenistic Age**

*Also listed as CLAS 109.* For course description see CLAS 109. (5 units)

**189. Special Topics in Modern United States History**

Courses offered occasionally on subjects outside the standard curriculum in modern United States history. (5 units)

**197. Seminar in United States History**

Original research and group discussions of selected problems and periods. (5 units)

**199. Directed Reading/Directed Research**

Directed reading and research in source materials and secondary works dealing with selected historical problems in U.S. history. *Prerequisite: Permission of department chair and instructor.* (5 units)

**13. Western Civilization: Modern**

Interdisciplinary survey of the development of Western culture from the 17th-century to the present. (4 units)

**16. Ancient Greek Religion**

*Also listed as CLAS 67.* For course description see CLAS 67. (4 units)

**17. Ancient Roman Religion**

*Also listed as CLAS 68.* For course description see CLAS 68. (4 units)

**110. Roman Republic**

*Also listed as CLAS 110.* For course description see CLAS 110. (5 units)

**111. Roman Empire**

*Also listed as CLAS 111.* For course description see CLAS 111. (5 units)

**113. Family in Antiquity**

*Also listed as CLAS 187.* For course description see CLAS 187. (5 units)

**114. Imperialism and Religion: Roman Britain**

*Also listed as CLAS 114.* For course description see CLAS 114. (5 units)

**117. State and Church in the Middle Ages, 1000–1450**

The struggles between state and church that formed modern Western political institutions. The rise of royal and papal theocracy, the emergence of the idea of limited government, the foundation of representative institutions and modern legal institutions, the origins of the modern state. (5 units)

**119. Sex, Family, and Crime in Mediterranean Europe, 1300-1800**

An exploration of how law intersected with sex, gender, and family in continental Western societies from 1300 to 1800. Close attention is paid to the early modern state's authority in "policing" behavior, the real history of rights, and alternative visions of medieval, Renaissance, and Baroque Christian morality, including Foucault's theory of modern capital punishment. Concrete cases are taken from original Inquisition sources, the prosecution of witchcraft, and eyewitness accounts. The focus is on Spanish, French, and Italian cases, but Anglo American legal examples offer a comparative prospective. (5 units)

**120. Churchill's England**

A study of modern English history through the extraordinary career of Winston Churchill. Britain's imperial zenith, the English suffragettes, international rivalries and World War I, the Anglo-Irish conflict, British inter-war appeasement of Nazi Germany, World War II, the formation of the English welfare state. (5 units)

**121. Interpreting the English Reformation**

A study of the religious changes in 16th-century England from the accession of Henry VIII to the Gunpowder Plot. Evaluation of traditional medieval patterns of belief and worship, Tudor dynastic necessities and political ambitions and factions, the influence of continental theological reformation, and popular acceptance or rejection of religious innovations. (5 units)

**122. Pirates of the Mediterranean, Pirates of the Caribbean: Contact across Cultural Boundaries, 1300-1800**

An examination of the history of piracy in the late medieval Mediterranean and early modern Atlantic contexts. Original narratives, including eyewitness accounts, and recent scholarship are placed within a larger context of how societies in these regions have communicated and clashed with each other. Discussions focus on examining Mediterranean piracy in relation to Christian and Muslim interaction and delineating Atlantic piracy's affiliation with the birth of global Western imperialism and the development of an early modern "alternative pirate society." (5 units)

**124. Diplomacy and War: Europe 1870-1939**

Relations of major European powers since 1870. Emphasis on economic, political, and social forces that influenced these relations. (5 units)

**126. Conflicts in Medieval Christianity**

An examination of the religious tensions and conflicts that helped form later medieval Christianity. Treats heresies, developing notions of orthodoxy and authority, the warrior Christianity of the Crusades, mendicancy and urban attitudes toward Christian perfection, the new monasticism, the development of a personal religion, lay tensions with the clergy, the inquisition, the climate of reformation. (5 units)

**127. Seminar: The World of St. Francis**

The seminar examines the religious, social, and economic background that produced Francis of Assisi, one of the most revolutionary figures of the late Middle Ages. It will focus on shifts in religious perception and new notions of religious perfection gaining popularity in Francis' time, Francis' personal motivations, and the struggle the medieval church experienced attempting to integrate Francis and his followers into its structure. (5 units)

**128. History of Early Christianity**

Also listed as CLAS 119. For course description see CLAS 119. (5 units)

**129. Special Topics in Ancient and Medieval European History**

Courses offered occasionally on subjects outside the standard curriculum in ancient and medieval history. (5 units)

**131. Ireland**

Irish history since the Reformation. Emphasis on the formation of modern Irish nationalism, the revolutionary movements of the 19th and 20th centuries, and the Northern Irish conflict. (5 units)

**133. History of Sexuality**

Study of the history of sexuality in modern Europe. Examination of topics such as the politics of prostitution, abortion, and pornography; changing sexual norms and practices; the invention of homosexuality and heterosexuality; the social construction of sexual identities; professional and state involvement in the supervision and regulation of sexualities; intersections of sexuality with gender, ethnicity and race, nationality, class, and religion; connections between sexuality and imperialism, nationalism, economics, politics, and culture; sexual communities and movements. (5 units)

**134. Reformers and Revolutionaries in Tsarist Russia**

Examination of politics, society, and culture in the Russian Empire from the reign of Peter the Great to the fall of the Romanov Dynasty in 1917. Themes include state building and modernization; peasant rebellion and the institution of serfdom; the nobility and its discontents; imperial expansion and the multiethnic Empire; the Orthodox Church and popular religion; aristocratic revolt and the Russian revolutionary intelligentsia; Alexander II and the Great Reforms; the growth of radicalism; industrialization and social change; the Revolution of 1905; and the crisis of the Old Regime. (5 units)

**135. Women and Gender in Modern Europe**

An exploration of the history of modern Europe through the lens of gender. Focus on how changing ideas about gender and sexuality shaped gender roles, cultural practices, economic systems, and politics from the French Revolution to the end of the Cold War. Also considers the ways in which gender interacted with class, ethnicity, nationality, sexual identity, and race in the everyday lives of men and women. (5 units)

**136. Gender/Race/Class in 20th-Century Europe**

An exploration of the ways that social anxieties and ideas about gender, race, nationality, class, and sexuality shaped political, economic, social, and cultural developments in Europe from 1900 to the present. Topics include: challenges to bourgeois society in pre-war Europe; World War I; gender and sexual "disorder" in the 1920s; fascism and sexuality; WWII and the Holocaust; cultural constructions of the Cold War; the intersections of class, gender, and consumption; the politics of decolonization; the 1968

revolutions in Western Europe and Eastern Europe; the women's movements in the 1970s; masculine identity in a post-industrial world; the gendering of Communism; "new Europeans," European unity, and nationalism in post-colonial, post-Communist Europe. (5 units)

**137. The Soviet Experiment**

An examination of the Soviet experiment to build the first self-proclaimed socialist government in history. Emphasis on political and economic policies, cultural practices, everyday life, and the evolution of social identities and roles, taking into account gender, regional, and national differences. (5 units)

**138. Second World War**

An intensive investigation of the international military conflict of 1939-1945. Examination of the causes of the war and the major campaigns in Europe, North

Africa, and the Pacific. The domestic consequences of the war, and the impact of the conflict on the lives of subject populations, soldiers, and ordinary civilians. (5 units)

**139. Special Topics in Modern Europe**

Courses offered occasionally on subjects outside the standard curriculum in modern Europe. (5 units)

**192. Seminar in European History**

Original research and group discussions of selected problems and periods. (5 units)

**199. Directed Reading/Directed Research**

Directed reading and research in source materials and secondary works dealing with selected historical problems in European history. *Prerequisite: Permission of department chair and instructor.* (5 units)

**LOWER-DIVISION COURSES: AFRICAN/MIDDLE EASTERN HISTORY****45. Introduction to African History and Cultures**

Historical survey of the origins and development of African cultures from ancient times to the onset of European

colonialism in the 20th century. Focus on selected civilizations and societies. Patterns of African social, economic, and political life. (4 units)

**UPPER-DIVISION COURSES: AFRICAN/MIDDLE EASTERN HISTORY****107. Ancient Egypt**

An historical survey of the social, political, religious, and cultural achievements of ancient Egypt, emphasizing especially the period of Egypt's unification through Egypt's conquest by Alexander the Great. (4 units)

**141. Independent Africa**

African economic, social, and political problems after independence. Major ideologies and international conflict. (5 units)

**142. Modern Middle East and North Africa**

European imperialism and the development of Arab nationalism. Problems of economic development, political stability, and military conflict. (5 units)

**143. Seminar: Women in Political Revolutions**

Focus is on the various roles of women in conceiving, organizing, and pursuing revolutionary processes. Set in a comparative framework, and the revolutions will

be selected from many distinctive cultural milieu. Most of them may be described as patriarchal, and we will be interested in evaluating the changing roles of women in relation to existing patterns of gender expectations. (5 units)

#### **144. *Women in African Societies***

Comparative analysis of the legal position of women and their social, economic, and political roles in different African cultural settings. (5 units)

#### **149. *Special Topics in African History***

Courses offered occasionally on subjects outside the standard curriculum in African history. (5 units)

#### **158. *Islam in the Modern World***

Comparative study of contemporary Islam. The study of origins and basic

doctrines of Islam and its development in the modern world. Main focus will be on Islam's interaction with different cultures, emphasizing political implications of the rise of revivalism. (5 units)

#### **193. *Seminar in Africa and Middle East***

Original research and group discussion of selected problems and periods. (5 units)

#### **199. *Directed Reading/Directed Research***

Directed reading and research in source materials and secondary works dealing with selected historical problems in African history. *Prerequisite: Permission of department chair and instructor.* (5 units)

### **LOWER-DIVISION COURSES: ASIAN HISTORY**

#### **50. *Introduction to East Asian Studies***

A study of the emergence of modern nations from the rich and diverse cultures of the Pacific and the mutual transformations of East Asia, Europe, and America in the past century. An examination of the linkages within the region and with other regions using concepts borrowed from anthropology, economics, and political science. (4 units)

#### **51. *Introduction to Chinese Civilization***

History and culture from the dawn of civilization to the post-Maoist present. Ancient philosophies. Confucianism, traditional political institutions, urbanization, the impact of the West, 20th-century reform, and revolution. Modern society, politics, and economics. (4 units)

#### **52. *Introduction to Japanese Civilization***

Two thousand years of Japanese history and culture. Age of classical civilization,

feudalism and shogunal government, 19th-century modernization, imperialism. War in the 20th century. Postwar social and economic successes. (4 units)

#### **54. *Introduction to South Asia***

A 5,000-year survey of the dynamic development of India, Pakistan, Bangladesh, Nepal, and Sri Lanka from the Indus Valley to postmodern times. Using multidisciplinary concepts, the study will focus on the subcontinent's rich and unique mosaic of social, religious, cultural, intellectual, economic, and environmental systems set against the backdrop of dramatic political events. (4 units)

#### **55. *Introduction to Southeast Asia***

Historical survey of the civilizations of Malaysia, Indonesia, Burma, Thailand, Cambodia, Laos, Vietnam, and the Philippines from their origins to the present day. The focus will be on societies, cultures, religions, colonialism, nationalism, and postmodern socioeconomic issues. (4 units)

#### **57. *Rajas and Sultans in Medieval India***

History of medieval India with a specific focus on ideas of kingship in Hindu and Muslim states between A.D. 600–1700. Examines specific Hindu dynasties, the Indianization of Afghani, Turkish, and Mughal rulers who followed Islam, and the interaction between Hindus and Muslims in this era. (4 units)

#### **58. *Modern India***

India after Portuguese arrival in 1498 to the present. Themes include: economic imperialism, Hindu socioreligious reform and its relevance for women and the caste system; Muslim awakening and modernization; Indian revolts and nationalism; constitutional developments; Gandhi, Nehru, Jinnah; post-independence issues concerning democracy, women, society, economic development and environment, national cohesion, and communalism. (4 units)

### **UPPER-DIVISION COURSES: ASIAN HISTORY**

#### **146A. *Medieval and Early Modern Japan***

From prehistoric times to the mid-19th century. Japan's adaptation of Chinese civilization, cultural and literary history, political effects of socioeconomic changes from the classical period through feudalism to interaction with the West, ideological developments and response to Western encroachment. (5 units)

#### **146B. *Modern Japan***

Major themes in Japanese modern history since 1868. Japan's 19th-century "economic miracle"; problems faced by a rapidly modernizing agrarian economy; nationalism and imperialism and their effects on foreign policy; adaptation of Western ideals and institutions; social and political movements in the 20th century, especially the suffrage and labor movements; postwar reconstruction. *May be taken without first taking 146A.* (5 units)

#### **147A. *Premodern China***

Chinese civilization from the earliest times to the Western intrusion. Dominant historical and cultural patterns; evolution of Confucianism, Taoism, and Buddhism; development of political institutions; analysis of preindustrial economic experience; state-society relations. (5 units)

#### **147B. *Modern China***

Social, political, economic, and cultural development from the 17th to the 20th centuries. State formation from monarchy to socialism, cultural history from Confucianism to individualism, issues of poverty and population. Intellectual and cultural changes and the roles of the West. Indigenous forces shaping China's modern evolution. *May be taken without first taking 147A.* (5 units)

#### **148. *U.S.-Japan Relations***

The two Pacific powers: their initial gunboat encounter in 1853; the rise of imperialism; rivalry for influence in East Asia. The Pacific War and its aftermath. Contemporary trade and security issues. (5 units)

#### **150. *Women in East Asia***

Gender as a historical category in analyzing the impact of change in East Asia from antiquity to the modern period. Changing roles and status of women under industrialization, intellectual development, and legal reform. (5 units)

#### **151. *Imperialism in East Asia***

Examination of the cultural, social, political, and economic effects of imperialism in four countries in East Asia: China, Korea, the Philippines, and Vietnam.

Imperialism took varied forms, depending on the interests of the imperialist country and the conditions in the country under imperialism. Readings will include both literary and historical sources and will illuminate cultural as well as political changes. (5 units)

**152. Colonialism and Nationhood in Southeast Asia: Contemporary Philippines, 1898-1986**

An overview of contemporary Philippine history that places the Philippine and the Filipino experience within the larger context of colonialism and nationhood in Southeast Asia. The course will cover the American occupation of the Philippines (1898-1946) and the postwar independent Republic until the end of the martial law regime of Ferdinand Marcos (1946-1986).

**153. Philippines Under Spain: 1565-1898**

An overview of the history of the Philippine Islands as a colony of Spain, from the late 16th century up until the Philippine revolution against Spain in the late 19th century. It will explore how a colony evolved into an emerging nation over three and a half centuries and will highlight the contributions of Jose Rizal, the Philippine national hero, in forming the modern Filipino nation. (5 units)

**154A. Ancient and Classical India**

India from its prehistoric roots to about A.D. 1000 with a focus on these sacred and secular themes: the development of Hinduism, Buddhism, Jainism; religious and philosophical texts, beliefs, and practices; social stratification through caste (varna-jati), gender, and ethnicity; kingship and the state; trade and cultural expansion to Asia; religious art and classical literature. (5 units)

**154B. State, Religion, and Gender in Medieval India**

India after the arrival of Islam with a focus on Hindu and Muslim models of kingship and the state; royalty and religious art; Hindu devotional movement (bhakti); Islam as a religious and political force in India; Sufism; social and religious syncretisms; Sikhism; gender in Hindu and Muslim societies in India. *May be taken without first taking 154A.* (5 units)

**154C. Colonial India**

India after Portuguese arrival in 1498 to the present. Themes include economic imperialism, Hindu socioreligious reform and its relevance for women and the caste system; Muslim awakening and modernization; Indian revolts and nationalism; constitutional developments; Gandhi, Nehru, Jinnah; post independence issues concerning democracy, women, society, economic development and environment, national cohesion, and communalism. *May be taken without first taking 154 A or B.* (5 units)

**155. Women in South Asia**

The history of women in South Asia from the earliest times to the present using multidisciplinary methods and data; tribal and Dravidian matriarchies, Aryan patriarchy; women in Hinduism, Buddhism, Jainism; gender, caste, class as analytical categories; social change for Hindu and Muslim women in the 19th and 20th centuries; feminism and nationalism in India and Pakistan. (5 units)

**156. Imperialism in South and Southeast Asia**

Portuguese, Dutch, French, and English trade and mercantilism in South and Southeast Asian colonies; political hegemony and administration, and the implications for local states, elites, peoples; laissez faire and economic imperialism;

Westernization, missionaries, modernization, and nationalism; Asian responses to the imperial presence. (5 units)

**157. Art and Religion of India**

Hindu, Buddhist, and Jain beliefs and practices as depicted in ancient and medieval Indian sculpture, architecture, and painting. Study of the evolution of iconic representation in India; sacred geography and image worship; the artistic, religious, and social implications of the Buddhist stupa and chaitya; Puranic Hinduism, bhakti devotional saints; and the evolution of the Hindu temple and its role in the medieval state. (5 units)

**159. Special Topics in Asian History**

Courses offered occasionally on subjects outside the standard curriculum in Asian history. (5 units)

**LOWER-DIVISION COURSES: LATIN AMERICAN HISTORY**

**61. Latin American Origins**

Introduction to Latin American culture and civilization from the Native American empires, through the Iberian conquest, to the independence of Latin American nations. (4 units)

**62. Modern Latin America**

Introduction to Latin American history focusing on the political, social, and economic experience of the major nations from the end of the 19th through the

**194. Seminar in South Asian History**

Original research and group discussion of selected problems and periods. (5 units)

**195. Seminar in East Asian History**

Original research and group discussion of selected problems and periods. (5 units)

**199. Directed Reading/Directed Research**

Directed reading and research in source materials and secondary works dealing with selected historical problems in Asian history. *Prerequisite: Permission of department chair and instructor.* (5 units)

20th century. (4 units)

**64. Central America**

Survey of Central America from independence to the present. Focus on three Central American countries: Nicaragua, Guatemala, and El Salvador. Emphasis on recent developments; social, economic, and political problems (militarism, dictatorship); and the nature of U.S. policy vis-à-vis Central America. (4 units)

**UPPER-DIVISION COURSES: LATIN AMERICAN HISTORY**

**160. Mexico: Colonial and Early National Periods**

Mexico from the Mayas and Aztecs to the Benito Juárez era in the 1870s. The Indian past, the Spanish conquest, and independence to Juárez's La Reforma. (5 units)

**161. Modern Mexico**

Mexico since the Benito Juárez regime to the present. Emphasis on the Porfiriato, the 1910 Revolution and its institutionalization, and the development of the modern state. (5 units)



**162. Argentina**

The political and economic development of this southern South American nation from the late 18th century to the present, with emphasis on 19th-century gaucho leaders and liberalism, and also on 20th-century democracy, militarism, and Peronism. (5 units)

**163. Cuba and the Caribbean**

A survey from the colonial period to the present of three Caribbean nations: Cuba, the Dominican Republic, and Puerto Rico. Emphasis on 20th century developments; social, economic, and political issues (dictatorship, revolution, social stratification); and the role of U.S. policy vis-à-vis Cuba and the Caribbean. (5 units)

**164. Seminar: The Catholic Church in Latin America**

Seminar course emphasizing reading, discussion, and the preparation of a research paper; class material focuses on historical

background, theological perspectives, and contemporary sociopolitical questions concerning the Catholic Church in Latin America. (5 units)

**169. Special Topics in Latin American History**

Courses offered occasionally on subjects outside the standard curriculum in Latin American history. (5 units)

**196. Seminar in Latin American History**

Original research and group discussion of selected problems and periods. (5 units)

**199. Directed Reading/Directed Research**

Directed reading and research in source materials and secondary works dealing with selected historical problems in world and comparative history. *Prerequisites: Permission of department chair and instructor.* (5 units)

**INDIVIDUAL STUDIES PROGRAM**

*Director:* Jean J. Pedersen

The individual studies major has been established to meet the needs of students who wish to design a course of studies with a multidisciplinary perspective.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts or Bachelor of Science degrees, students majoring in individual studies must complete the following departmental requirements:

- Be a full-time student at Santa Clara for at least one year
- Have fewer than 111 quarter units of academic work completed at the time of application
- Have a minimum 3.0 grade point average
- Submit a Petition for Admission to the Individual Studies Program director for review and approval. The petition should include:

- A clear, logical, and conceptually refined description of the proposed program
- A well-developed argument, supported by appropriate evidence, showing that no existing academic major can meet the student's educational objectives
- A plan of study listing courses, seminars, internships, etc., that meet the student's educational objectives and fulfill the requirements of the University Core Curriculum

**LIBERAL STUDIES PROGRAM**

*Professor:* Timothy C. Urdan

*Associate Professor:* Carol Ann Giancarlo (*Program Director*)

*Assistant Professor:* Brett Johnson Solomon

*Senior Lecturer:* Nedra Shunk

The Liberal Studies Program offers a degree program leading to the Bachelor of Science in Liberal Studies. The liberal studies major is designed for undergraduates interested in a career in elementary school teaching or students seeking a broad background in the liberal arts and sciences. Completion of the liberal studies major prepares students broadly in the Arts and Sciences and provides background in subject matter taught in the elementary grades. The teaching credential itself requires the completion of an approved credential program, which can be completed as a fifth year of study. Information about the teacher credentialing process and preteaching advising is available to all Santa Clara students through the Liberal Studies Program Office.

The Liberal Studies Program was developed by a faculty committee representing the social sciences, mathematics, natural sciences, and the humanities in consultation with faculty from the Department of Education. The curriculum encourages critical thinking, sensitivity to human values and ethical principles, and a respect for and appreciation of diverse cultures. By learning how to learn, students in the Liberal Studies Program prepare themselves to understand a constantly changing and challenging world.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in liberal studies must complete the following departmental requirements:

- ENGL 160
- EDUC 184
- MATH 44 and 45
- PHYS 19
- BIOL 19
- CHEM 19
- HIST 4, 5, 7 or 8, 184
- ANTH 3 or SOCI 1
- POLI 1

- Four units of music, theatre, or dance courses
- ARTS 100
- PSYC 2, 134, 185
- LBST 70, 75, 197
- EDUC 70, 106, 138, 198 A

### LOWER-DIVISION COURSES

#### ***EDUC 70. Community Health Education***

Seminar addresses current health issues, reviews a variety of health education instructional materials, and includes group activities to enhance knowledge of health issues. Designed to clear multiple and single-subject basic teaching credentials. (4 units)

#### ***LBST 70. Movement Education***

Learn the movement concepts and skill themes central to any physical education program for children. Develop sound instructional approaches for teaching physical education, dance, and athletics and for creating kinesthetic lesson plans to

teach all academic subjects. Exploration of developmentally appropriate themes and activities that foster the interaction of physical, social, cognitive, and motor learning and will learn movement analysis techniques. Teaching simulations and working with children. Movement lab included. (4 units)

#### ***LBST 75. Technology and Learning***

Examination of the relationship between learning and technology to acquire and develop lifelong learning skills. Hands-on introduction to the computer, multimedia stations, and the Internet as learning tools and analysis of the impact of technology on society and learning. (4 units)

### UPPER-DIVISION COURSES

#### ***EDUC 106. Urban Education and Multiculturalism***

This course will survey some of the historical, cultural, economic, educational, moral, and political forces, which confront urban educators with a view toward understanding the impact of these forces on teaching and learning. Students in this course will be exposed to academic and community resources. They will be given an opportunity to become active members of an urban community, study theories of urban practice, and reflect on both. This course is designed for undergraduates who have sophomore standing or higher and are considering a career in teaching or a related field. Requires Arupe placement. (5 units)

#### ***EDUC 138. Exceptional Child***

Introduction to childhood mental retardation, learning disabilities, behavior disorders, communication (speech and language) disorders, hearing impairments, physical and health impairments, severe handicaps, and the gifted and talented. The impact of these differences in comparison with normal development. Visits to institutions that serve these children. (5 units)

#### ***EDUC 184. Introduction to Reading***

This course provides an introduction to the developmental and learning processes involved when children become readers. Students will learn to develop and demonstrate instructional strategies

which foster a holistic view of learning to read and write—to emphasize connections among all areas of the curriculum and the interrelatedness of knowledge and the mutually reinforcing skills of reading, writing, listening, speaking, viewing, and representing visually. (5 units)

#### ***EDUC 198A. Elementary Teaching Practicum and Social Foundations***

Seminar and directed readings address field-related problems and issues, classroom dynamics and curriculum. Required: 32 hours as a volunteer teacher aide in an elementary classroom. (5 units)

#### ***EDUC 198B. Secondary Teaching Practicum and Social Foundations***

Seminar and directed readings address field-related problems and issues, classroom

dynamics and curriculum. Required: 32 hours as a volunteer teacher aide in a secondary classroom. (5 units)

#### ***LBST 197. Senior Seminar***

Integration of methodological and epistemological features distinctive to the humanities, social sciences, and physical sciences using collaborative research methods. Examination of an issue of concern to U.S. elementary and secondary education. *Open only to senior liberal studies majors, senior EFTP students, or senior urban education minors. Students enrolled in LBST 197 must have completed or be enrolled concurrently in EDUC 198A.* (5 units)

### DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

*Professors:* Gerald L. Alexanderson (*Michael and Elizabeth Valeriate Professor*), José Barria, Jean J. Pedersen, Edward F. Schaefer, Dennis C. Smolarski, S.J.  
*Associate Professors:* Glenn Appleby, Robert A. Bekes (*Department Chair*), Frank A. Farris, Leonard F. Klosinski, Tamsen McGinley, Daniel N. Ostrov, Richard A. Scott, Nicholas Q. Tran, Byron L. Walden  
*Assistant Professor:* Aaron A. Diaz  
*Senior Lecturers:* Laurie Poe, Peter Ross, Nedra Shunk

The Department of Mathematics and Computer Science offers major programs leading to the Bachelor of Science in Mathematics or the Bachelor of Science in Computer Science (Mathematics), as well as required and elective courses for students majoring in other fields. Either major may be pursued with any of three principal goals: preparation for graduate studies leading to advanced degrees in mathematics, computer science, statistics, operations research, or other fields; preparation for secondary school teaching of mathematics or computer science; or preparation for a research career in business, industry, or government. The major in mathematics may be taken with an emphasis in applied mathematics or actuarial mathematics. Minors in mathematics or computer science are also available. Students interested in careers in secondary education in mathematics should consult with the department chair early in their academic program.

The Department of Mathematics and Computer Science maintains a program for the discovery, encouragement, and development of mathematical talent among undergraduates. This program includes special sections, seminars, individual conferences, and directed study guided by selected faculty members. Students are also encouraged to participate actively in research projects directed by faculty.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in mathematics and computer science (mathematics) must complete the following departmental requirements for the respective degree:

#### Major in Mathematics

- CSCI 10 (or demonstrated equivalent proficiency in computer programming)
- MATH 11, 12, 13, 21, 22, 52, and 53
- PHYS 31 and 32, with the associated laboratory section for PHYS 32. Students with a special interest in the application of mathematics in the social sciences or economics may substitute ECON 170, 171, or 173 for PHYS 32. Students planning to teach in secondary schools may substitute, with approval of the department chair, PHYS 20 and 21 for PHYS 31 and 32
- Seven approved upper-division courses in mathematics or computer science, two of which must be MATH 102 and either MATH 111 or 176 or both. MATH 111 should be taken by students planning to do graduate work in mathematics. MATH 176 is more suitable for students planning work in computer science or other applied areas.

Students planning to undertake graduate studies in pure mathematics should plan to take MATH 105, 112, 113, and 154 in addition to MATH 102 and 111. Students planning to undertake graduate studies in applied mathematics should complete the emphasis in applied mathematics and take MATH 105, 144, 154, and 155.

#### *Emphasis in Applied Mathematics*

Complete the requirements for a Bachelor of Science in Mathematics with the following specifications:

- MATH 102, 122, 123, 166, 176
- Two courses from MATH 144, 155, 165, 178, CSCI 164, or an approved alternative upper-division mathematics (but not computer science) course

#### *Emphasis in Actuarial Mathematics*

Complete the requirements for a Bachelor of Science degree in Mathematics with an emphasis in applied mathematics with the following specifications and additions:

- CSCI 164
- OMIS 40 and 41
- ECON 1, 2, 3 recommended

#### Major in Computer Science (Mathematics)

- MATH 11, 12, 13, 21, 22, 52, 53
- CSCI 10, 60, 61

- PHYS 31 and 32 with the associated laboratory section for PHYS 32
- COEN 20, COEN (or ELEN) 21 and 21L
- CSCI 163 and one course from CSCI 161, 166, or 167
- Two upper-division courses from the following list and two approved upper-division courses not on the list: MATH 144, 176, 177; CSCI 161, 162, 164, 165, 166, 167, 168, 169, 196. Computer science majors may not take CSCI 165 or 166 as MATH 165 or 166. (Although not required, MATH 122 is highly recommended.)
- COEN 177 and one approved COEN upper-division course
- One additional approved upper-division course from COEN, CSCI or MATH 144, 176 or 177

Students are encouraged to select one of the following areas of focus to guide their choices of upper-division courses:

- Foundations: CSCI 161, MATH 176 and 177, COEN 173
- Numerical Computation: MATH 144, CSCI 165 and 166, COEN 145
- Software: CSCI 161 and 169, COEN 174, COEN 176 or 178
- Graduate School Preparation: CSCI 166, MATH 176 and 177, COEN 175
- Another area of focus developed in conjunction with the department

For the major in either mathematics or computer science (mathematics), at least four of the required upper-division courses in the major must be taken at Santa Clara. A single upper-division course in the Department of Mathematics and Computer Science may not be used to satisfy requirements for two majors or minors.

### REQUIREMENTS FOR THE MINORS

#### Minor in Mathematics

Students must fulfill the following requirements for a minor in mathematics:

- MATH 11, 12, 13, 21; 52 or 53
- Three approved upper-division mathematics courses with no more than one course selected from MATH 165 and 166. In place of MATH 165 or 166, a student may select an upper-division computer science course.

#### Minor in Computer Science

Students must fulfill the following requirements for a minor in computer science:

- CSCI 10, 60 and 61
- MATH 12 or 51
- COEN 20 and 21
- Three approved upper-division computer science courses. In place of an upper-division computer science course, a student may select from MATH 144, 176, or 177.

## PREPARATION IN MATHEMATICS FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach mathematics or computer science in California secondary schools must pass the California Subject Examination for Teachers (CSET), a subject area competency examination. The secondary teaching credential additionally requires the completion of an approved credential program, which can be completed as a fifth year of study and student teaching, or through an undergraduate summer program internship. Students who are contemplating secondary school teaching in mathematics or computer science should consult with the coordinator in the Department of Mathematics as early as possible.

### LOWER-DIVISION COURSES: MATHEMATICS

#### 6. *Finite Mathematics for Social Science*

Introduction to finite mathematics with applications to the social sciences. Sets, logic, combinatorial problems, probability, vectors, and matrices. (4 units)

#### 7. *Calculus for Social Science*

Introduction to differential and integral calculus with applications to the social sciences. Ordinarily, only one of MATH 7, 11, or 30 may be taken for credit. (4 units)

#### 8. *Introduction to Statistics*

Elementary topics in statistics chosen from descriptive statistics, probability, random variables and distributions, sampling, estimation, hypothesis testing, regression, and correlation. *Prerequisite: MATH 6 or equivalent.* (4 units)

#### 9. *Precalculus*

College algebra and trigonometry for students intending to take calculus. Does not fulfill the University Core Curriculum requirement in mathematics. (4 units)

#### 11. *Calculus and Analytic Geometry I*

Differentiation and applications, introduction to integration. Ordinarily, only one of MATH 7, 11, or 30 may be taken for credit. *Prerequisite: Four years of high school mathematics (including trigonometry)*

*or satisfactory grade in MATH 9. If MATH 9 is taken, a grade of C- or higher is strongly recommended before taking MATH 11.* (4 units)

#### 12. *Calculus and Analytic Geometry II*

Continuation of 11. Methods and applications of integration, transcendental functions. Only one of MATH 12 or 31 may be taken for credit. *Prerequisite: MATH 11 or equivalent. A grade of C- or higher in MATH 11 is strongly recommended before taking MATH 12.* (4 units)

#### 13. *Calculus and Analytic Geometry III*

Polar coordinates, parametric equations, vector functions, partial derivatives. *Prerequisite: MATH 12 or equivalent. A grade of C- or higher in MATH 12 is strongly recommended before taking MATH 13.* (4 units)

#### 21. *Calculus and Analytic Geometry IV*

Infinite series, multiple integrals, line integrals, Green's theorem. *Prerequisite: MATH 13 or equivalent. A grade of C- or higher in MATH 13 is strongly recommended before taking MATH 21.* (4 units)

#### 22. *Differential Equations*

Use of series, numerical, and Laplace transform methods in solving differential

equations. Applications. Only one of MATH 22 and AMTH 106 may be taken for credit. *Prerequisite: MATH 21.* (4 units)

#### 30. *Calculus for Business I*

Differentiation and its applications to business, including marginal cost and profit, maximization of revenue, profit, utility, and cost minimization. Natural logarithms and exponential functions and their applications, including compound interest and elasticity of demand. Study of the theory of the derivative normally included in MATH 11, except trigonometric functions not included here. Ordinarily, only one of MATH 7, 11, or 30 may be taken for credit. *Prerequisite: Three years of high school mathematics (excluding trigonometry) or MATH 9. If MATH 9 is taken, a grade of C- or higher is strongly recommended before taking MATH 30.* (Note: MATH 30 is not a suitable prerequisite for MATH 12.) (4 units)

#### 31. *Calculus for Business II*

Integration and its applications to business, including consumer surplus and present value of future income. Functions of several variables and their derivatives; Lagrange multipliers and constrained optimization. Emphasis throughout the sequence on mathematical modeling, the formulation of practical problems in mathematical terms. Only one of MATH 12 or 31 may be taken for credit. *Prerequisite: MATH 30 or equivalent. A grade of C- or higher in MATH 30 is strongly recommended before taking MATH 31.* (4 units)

#### 32. *Mathematical Logic*

Informal and formal methods in elementary logic. Arithmetical representations of statement calculus. Boolean algebras of sets, statements, and electrical switches. For students in computer science and/or students planning to pursue further work in logic and foundations. *Recommended prerequisite for MATH 133.* (4 units)

#### 41. *The Nature of Mathematics*

For liberal arts students. Topics chosen from the theory of numbers, combinatorics, geometry, and other suitable areas. Material will generally be presented in a historical setting that allows students to participate in the discovery and development of important mathematical ideas. Emphasis on problem solving and doing mathematics. (4 units)

#### 44. *Mathematics for Elementary Teachers I*

Problem solving and logical thinking approach to whole numbers: their nature, counting, place value, computational operations, properties, and patterns. Intuitive two-dimensional geometry and measurement, especially metric. Arrupe Center participation required. (4 units) NCX

#### 45. *Mathematics for Elementary Teachers II*

Problem solving and logical thinking approach to fractional numbers, integers, rational numbers, and real numbers: their nature, computational operations, properties, and patterns. Intuitive three-dimensional geometry and measurement, especially metric. Functions, relations, and graphs. *Prerequisite: MATH 44.* (4 units) NCX

#### 51. *Discrete Mathematics*

Relations and operations on sets, orderings, elementary combinatorial analysis, recursion, algebraic structures, logic, and methods of proof. *Also listed as COEN 19.* (4 units)

#### 52. *Introduction to Abstract Algebra*

Groups, homomorphisms, isomorphisms, quotient groups, fields, integral domains; applications to number theory. (4 units)

**53. Linear Algebra**

Vector spaces, linear transformations, algebra of matrices, eigenvalues and eigenvectors, and inner products. *Prerequisite: MATH 13.* (4 units)

**UPPER-DIVISION COURSES: MATHEMATICS**

*Note: Although CSCI 10 is not explicitly listed as a formal prerequisite, some upper-division courses suggested for computer science (mathematics) majors may presuppose the ability to write computer programs in some language. A number of upper-division courses do not have specific prerequisites. Students planning to enroll should be aware, however, that all upper-division courses in mathematics require some level of maturity in mathematics. Those without a reasonable background in lower-division courses are advised to check with instructors before enrolling.*

**100. Writing in the Mathematical Sciences**

An introduction to writing and research in mathematics. Techniques in formulating research problems, standard proof methods, and proof writing. Practice in mathematical exposition for a variety of audiences. Strongly recommended for mathematics and computer science majors beginning their upper-division coursework. MATH 100 may not be taken to fulfill any mathematics or computer science upper-division requirements for students majoring or minoring in mathematics or computer science. (5 units)

**101. A Survey of Geometry**

Topics from projective, advanced Euclidean, and non-Euclidean geometries. Symmetry. Offered in alternate years. (5 units)

**102. Advanced Calculus**

Vector calculus, functions of several variables, elliptic integrals, line integrals,

**90. Lower-Division Seminars**

Basic techniques of problem solving. Topics in algebra, geometry, and analysis. (1 - 4 units)

Stokes's theorem, and the divergence theorem. *Prerequisites: MATH 21 and 53.* (5 units)

**103. Linear Algebra II**

Abstract vector spaces, dimensionality, linear transformations, isomorphisms, matrix algebra, Eigenspaces and diagonalization, Cayley-Hamilton Theorem, canonical forms, unitary and Hermitian operators, applications. *Prerequisite: MATH 53.* (5 units)

**105. Theory of Functions of a Complex Variable**

Analytic functions. Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. (5 units)

**111. Abstract Algebra I**

Topics from the theory of groups. Offered in alternate years. *Prerequisites: MATH 52 and 53.* (5 units)

**112. Abstract Algebra II**

Rings and ideals, algebraic extensions of fields, and the Galois theory. Offered in alternate years. *Prerequisite: MATH 111.* (5 units)

**113. Topology**

Topological spaces and continuous functions. Separability and compactness. Introduction to covering spaces or combinatorial topology. Offered in alternate years. *Prerequisite: MATH 52, 53, or 102.* (5 units)

**122. Probability and Statistics I**

Kolmogorov's axioms; conditional probability; independence; random variables;

discrete and continuous probability distributions; expectation; moment-generating functions; weak law of large numbers; central limit theorem. *Prerequisite: MATH 21.* (5 units)

**123. Probability and Statistics II**

Estimation and hypothesis testing. Maximum likelihood estimation, likelihood ratio tests, and sampling from the normal distribution. Applications. *Prerequisite: MATH 53 or permission of instructor and MATH 122.* (5 units)

**133. Logic and Foundations**

Deductive theories. Theories and models. Consistency, completeness, decidability. Theory of models. Cardinality of models. Some related topics of metamathematics and foundations. Open to upper-division science and mathematics students and to philosophy majors having sufficient logical background. Offered in alternate years. *Prerequisite: MATH 32 or equivalent.* (5 units)

**134. Set Theory**

Naive set theory. Cardinal and ordinal arithmetic. Axiom of choice and continuum hypothesis. Axiomatic set theory. Offered in alternate years. (5 units)

**144. Partial Differential Equations**

Linear partial differential equations with applications in physics and engineering, including wave (hyperbolic), heat (parabolic), and Laplace (elliptic) equations. Solutions on bounded and unbounded domains using Fourier series and Fourier transforms. Introduction to nonlinear partial differential equations. Offered in alternate years. *Prerequisite: MATH 21. Recommended: MATH 22 or AMTH 106.* (5 units)

**153. Intermediate Analysis I**

Rigorous investigation of the real number system. Concepts of limit, continuity,

differentiability of functions of one real variable, uniform convergence, and theorems of differential and integral calculus. Offered in alternate years. *Prerequisite: MATH 102.* (5 units)

**154. Intermediate Analysis II**

Continuation of MATH 153. Offered in alternate years. *Prerequisite: MATH 153.* (5 units)

**155. Ordinary Differential Equations**

Solutions to systems of linear differential equations. Behavior of nonlinear autonomous two-dimensional systems. Uniqueness and existence of solutions. Offered in alternate years. *Prerequisite: MATH 102.* (5 units)

**165. Linear Programming**

Algebraic background. Transportation problem. General simplex methods. Linear programming and theory of games. Numerical methods. Offered in alternate years. *Also listed as CSCI 165.* (5 units)

**166. Numerical Analysis**

Numerical algorithms and techniques for solving mathematical problems. Linear systems, integration, approximation of functions, solution of nonlinear equations. Analysis of errors involved in the various methods. Direct methods and iterative methods. *Prerequisites: (1) The ability to program in some scientific language, (2) MATH 53 or permission of the instructor. Also listed as CSCI 166.* (5 units)

**170. Development of Mathematics**

A selection of mathematical concepts with their historical context. *Prerequisite: Upper-division standing in a science major.* (5 units)

**172. Problem Solving**

Use of induction, analogy, and other techniques in solving mathematical problems. Offered in alternate years. (5 units)

**174. Differential Geometry**

Introduction to curves and surfaces. Frenet-Serret formulas, Gauss' Theorema Egregium, Gauss-Bonnet theorem. Offered in alternate years. *Prerequisite: MATH 53.* (5 units)

**175. Theory of Numbers**

Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions. Offered in alternate years. *Prerequisite: MATH 52.* (5 units)

**176. Combinatorics**

Permutations and combinations, generating functions, recursion relations, inclusion-exclusion, Pólya counting theorem, and a selection of topics from combinatorial geometry, graph enumeration, and algebraic combinatorics. (5 units)

**177. Graph Theory**

Selected topics from planarity, connectedness, trees (enumeration), digraphs, graph algorithms, and networks. Offered in alternate years. (5 units)

**178. Cryptography**

History, cryptanalysis, and running time analysis. Classical cryptosystems, RSA,

AES, discrete log over finite fields and elliptic curves, stream ciphers, and signatures. (5 units)

**190. Upper-Division Seminars**

Advanced topics in algebra, geometry, or analysis. Research projects. May be repeated for credit. (1-5 units)

**196. Advanced Topics**

Offered each year in an advanced area of mathematics not ordinarily covered in the regularly offered courses. Often an area of current interest. May be repeated for credit. (5 units)

**198. Internship/Practicum**

Guided study related to off-campus practical work experience in mathematics or statistics. Enrollment restricted to majors or minors of the department. *Prerequisite: Approval of a faculty sponsor.* (1 - 5 units)

**199. Independent Study**

Reading and investigation for superior students under the direction of a staff member. This can be used only to extend, not to duplicate, the content of other courses. May be repeated for credit. (1-5 units)

to think critically about issues related to technology. (4 units)

**10. Introduction to Computer Science**

Introduction to computer science and programming: overview of hardware and software organization; structured programming techniques using C++; elementary algorithms and data structures; abstract data types; the ethical and societal dimensions of computers and technology. Primarily (but not exclusively) for majors in computer science, mathematics, and

physical sciences. CSCI 10 may not be taken for credit if the student has received credit for a course in C++ or Java. *Prerequisite: MATH 11 (may be taken concurrently).* (4 units)

**60. Object-oriented Programming**

Object-oriented programming techniques using C++; abstract data types and objects; encapsulation; inheritance; polymorphism; the Standard Template Library; the five phases of software development (specification, design, implementation, analysis, and testing). *Prerequisites: CSCI 10 or an equivalent introductory course in a scientific language.* (4 units)

**UPPER-DIVISION COURSES: COMPUTER SCIENCE**

*Note: Although CSCI 10 is not explicitly listed as a formal prerequisite, some upper-division courses suggested for computer science (mathematics) majors may presuppose the ability to write computer programs in some language. A number of upper-division courses do not have specific prerequisites. Students planning to enroll should be aware, however, that all upper-division courses in computer science require some level of maturity in computer science and mathematics. Those without a reasonable background in lower-division courses are advised to check with instructors before enrolling.*

**161. Theory of Automata and Languages I**

Classification of automata, formal languages, and grammars. Chomsky hierarchy. Representation of automata and grammars, BNF. Deterministic and nondeterministic finite state automata. Regular expressions and languages. Push-down automata. Context-free languages. Context-sensitive grammars and linear bounded automata. Recursively enumerable languages. Turing machines; normal forms; undecidability. Offered in alternate years. *Prerequisites: MATH 52 and CSCI 61 or equivalent.* (5 units)

**61. Data Structures**

Specification, implementations, and analysis of basic data structures (stacks, queues, graphs, hash tables, binary trees) and their applications in sorting and searching algorithms. *Prerequisite: CSCI 60. CSCI 61 and COEN 12 cannot both be taken for credit.* (4 units)

**90. Lower-Division Seminars**

Basic techniques of problem solving. Topics in computer science. (1 - 4 units)

**162. Theory of Automata and Languages II**

Continuation of CSCI 161. Offered in alternate years. *Prerequisite: CSCI 161.* (5 units)

**163. Theory of Algorithms**

Introduction to techniques of design and analysis of algorithms: asymptotic notations and running times of recursive algorithms; design strategies: brute-force, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, greedy technique. Intractability: P and NP; approximation algorithms. *Prerequisites: MATH 51 or 52, or equivalent, and CSCI 61 or equivalent. Also listed as COEN 179.* (5 units)

**164. Computer Simulation**

Techniques for generation of probability distributions. Computer models of queuing in inventory and scheduling. Simulation of economic systems. Monte Carlo methods for physical systems. Offered in alternate years. *Prerequisite: MATH 122 and the ability to program in some scientific language.* (5 units) NCX

**LOWER-DIVISION COURSES: COMPUTER SCIENCE****3. Introduction to Computing and Applications**

An overview of the history, uses, limitations, and social and ethical implications of computers, including the Internet and the World Wide Web. Students will solve problems by organizing a set of steps necessary for a solution and deciding how to proceed at each step. Computer laboratory activities enable students to practice what they study and to learn to use technology well. Discussions, readings, and writing assignments encourage students

**165. Linear Programming**

Algebraic background. Transportation problem. General simplex methods. Linear programming and theory of games. Numerical methods. Offered in alternate years. *Also listed as MATH 165.* (5 units)

**166. Numerical Analysis**

Numerical algorithms and techniques for solving mathematical problems. Linear systems, integration, approximation of functions, solution of nonlinear equations. Analysis of errors involved in the various methods. Direct methods and iterative methods. *Prerequisites: (1) The ability to program in some scientific language, (2) MATH 53 or permission of the instructor. Also listed as MATH 166.* (5 units)

**167. Switching Theory and Boolean Algebra**

Switching algebra and Boolean algebra. Minimization via Karnaugh maps and Quine-McCluskey, state compatibility, and equivalence. Machine minimization. Faults. State identification, finite memory, definiteness, information losslessness. Offered in alternate years. (5 units)

**168. Computer Graphics**

Systematic and comprehensive overview of interactive computer graphics, such as mathematical techniques for picture transformations and curve and surface approximations. *Prerequisite: The ability to program in some scientific language. MATH 53 recommended but not required.* (5 units)

**169. Programming Languages**

Comparative study of major classes of programming languages. Introduction to theoretical definitions of languages and run-time concerns, with emphasis on good points and deficiencies of various languages and on using the appropriate language for a given task. Programs written in several languages (e.g., LISP, FORTRAN-2003, C, C++, MPI). Offered in alternate years. (5 units)

**190. Upper-Division Seminars**

Advanced topics in computer science. Research projects. May be repeated for credit. (1-5 units)

**196. Advanced Topics**

Offered each year in an advanced area of computer science not ordinarily covered in the regularly offered courses. Often an area of current interest. May be repeated for credit. (5 units)

**198. Internship/Practicum**

Guided study related to off-campus practical work experience in computer science. Enrollment restricted to majors or minors of the department. *Prerequisite: Approval of a faculty sponsor.* (1 - 5 units)

**199. Independent Study**

Reading and investigation for superior students under the direction of a staff member. This can be used only to extend, not to duplicate, the content of other courses. May be repeated for credit. (1-5 units)

**DEPARTMENT OF MODERN LANGUAGES AND LITERATURES**

*Professors:* Rose Marie Beebe, Francisco Jiménez (*Fay Boyle Professor*), Catherine R. Montfort, Victor B. Vari (*Harold and Edythe Toso Professor*)  
*Associate Professors:* Josef Hellebrandt (*Department Chair*), Jill Pellettieri, Tonia Caterina Riviello, Gudrun Tabbert-Jones, Juan Velasco  
*Senior Lecturers:* Elsa Li, Lucía Varona  
*Renewable Term Lecturers:* Maria Bauluz, Irene Bubula-Phillips, Lucille Couplan-Cashman, Nina Tanti

The Department of Modern Languages and Literatures offers a degree program leading to the Bachelor of Arts in French and Francophone Studies, German Studies, Italian Studies, or Spanish Studies. The department offers courses in Arabic, Chinese, French, German, Italian, Japanese, and Spanish. The courses are designed to help students achieve proficiency in both the oral and written language and to provide them with an understanding of the experiences, values, and traditions of those peoples whose languages are studied. Courses range from beginning language to linguistics, from an introduction to literary texts to advanced courses in literature and culture. All courses are open to any student with the requisite preparation.

A few courses in literature and culture offered by the department are taught in English and are open to any student. Some of these courses may be used as credit toward a major or minor in French and Francophone studies, a major or minor in German studies, or a minor in Japanese studies. However, these courses in English will not fulfill the University Core Curriculum foreign language requirement. Students may fulfill their second language Core Curriculum requirement by successfully completing a proficiency examination in a modern foreign language at the level for their program of study.

Students who have never studied the language in which they wish to enroll, or who have studied that language for one year in high school, should register for Language 1. Those who wish to continue in a language that they have studied for two years in high school should enter Language 2. Students with three or more years of study in a single language, those who wish to continue language study beyond the second language requirement, or those who feel following the formula would place them in a higher or lower level course than their background warrants should consult a member of the appropriate language faculty for placement advice. Students having the necessary proficiency, as demonstrated by an interview with a member of the language faculty, may enroll in higher-numbered courses than those of the placement formula. Once proficiency has been established, lower-division students may enroll in upper-division courses with the permission of the instructor. Such courses will be counted as fulfilling major or minor requirements.

Courses numbered 1 through 102 are not open to challenge; for courses numbered above 102, consult the individual listing.

Study abroad is a valuable enhancement of the undergraduate experience and is particularly recommended for students pursuing a major or minor in a foreign language. Students should consult with both the Office of International Programs and the student's foreign language advisor to ensure appropriate integration of the work done abroad into the student's program of study.

### REQUIREMENTS FOR THE MAJORS

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in modern languages and literatures must complete the following departmental requirements for their specific major:

#### Major in French and Francophone Studies

- FREN 100 and 101 or department-approved substitutes
- At least one course in French or Francophone literature
- Additional electives in French or Francophone studies to total 40 quarter upper-division units chosen with the approval of the student's major advisor

#### Major in German Studies

- GERM 100 and GERM 101 or department-approved substitutes
- Additional electives in German language, literature, and culture to total 40 quarter upper-division units

#### Major in Italian Studies

- ITAL 100 and 101 or department-approved substitutes
- Additional electives in Italian language and literature to total 40 quarter upper-division units, chosen with the student's faculty advisor

#### Major in Spanish Studies

- SPAN 100 and SPAN 101 or department-approved substitutes
- SPAN 175
- At least one survey course (but not more than three) from: SPAN 120, 121, 130, 131
- One course in Latin-American literature or culture
- One course in Spanish peninsular literature or culture
- Additional electives in Spanish language, literature and culture to total 40 quarter units of upper-division work, chosen with the approval of the Spanish advisor

### REQUIREMENTS FOR THE MINORS

Students must fulfill the following requirements for the specific minor in modern languages and literatures:

#### Minor in French and Francophone Studies

- FREN 100 and 101 or department-approved substitutes
- At least one course in French or Francophone literature
- Additional electives to total at least 19 quarter units of upper-division work in French

#### Minor in German Studies

- GERM 100 and GERM 101 or department-approved substitutes
- Additional electives to total at least 19 quarter units of upper-division work in German

#### Minor in Italian Studies

- ITAL 100 and 101 or department-approved substitutes
- Additional electives to total at least 19 quarter units of upper-division work in Italian

#### Minor in Japanese Studies

- JAPN 100, 101, and 102 or department-approved substitutes
- Additional electives to total at least 19 quarter units of upper-division work in Japanese

#### Minor in Spanish Studies

- SPAN 100 and 101 or department-approved substitutes
- At least one course in Hispanic literature or culture
- Additional electives to total at least 19 quarter units of upper-division work in Spanish

### PREPARATION IN SPANISH FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach Spanish in California secondary schools either pass a subject-area examination or successfully complete the state-approved subject-matter preparation program in the language to be taught. The teaching credential itself requires the completion of an approved credential program, which can be completed as a fifth year of study with student teaching, or through a summer program and internship in conjunction with the undergraduate pre-teaching program. The subject-matter preparation program in Spanish is valid through 2010; to be eligible for the Waiver Program, students must be graduating no later than 2010. Students interested in this program should consult with one of the coordinators.

#### LOWER-DIVISION COURSES: ARABIC STUDIES

##### 1. *Elementary Arabic I*

This course introduces students to Modern Standard Arabic (MSA) and the cultures of the Arabic-speaking world. Through the four basic skills of listening, speaking, reading, writing, as well as cultural knowledge, students will acquire

basic knowledge and understanding in the writing system; sounds and pronunciation of Arabic letters; Arabic grammar; writing and reading basic sentences; and building a list of vocabulary in MSA and Colloquial Arabic. (4 units)



**2. Elementary Arabic II**

A continuation of Arabic I designed for students to acquire additional vocabulary, the rules of Arabic grammar, and reading more complex materials. Modern Standard Arabic (MSA) through Al-Kitaab series textbooks will be used to allow students to acquire additional knowledge and understanding in many areas of the Arabic language. Students in this course are exposed to authentic reading and listening materials that are of more depth and length than those used in Arabic 1. *Prerequisite: Arabic 1 or equivalent.* (4 units)

**3. Elementary Arabic III**

A continuation of elementary Arabic in which students will acquire additional vocabulary, a more advanced understanding of Arabic grammar, and will write and read more complex materials with comprehension of case system and sentence structure. Modern Standard Arabic (MSA) through Al-Kitaab series textbooks will be used to allow students to acquire additional knowledge and understanding in the structure of the Arabic language. Students in this course are exposed to authentic reading and listening materials through lectures, discussions, exercises and communicative language activities. *Prerequisite: Arabic 2 or equivalent.* (4 units)

**21. Intermediate Arabic I**

Focuses on reading and discussion of texts dealing with the literature, arts, geography, history, and culture of the Arabic-speaking world. Review of the linguistic functions and grammar structures of first-year Arabic. The teaching/learning process in this level is proficiency-oriented where emphasis is placed on the functional usage of Arabic. *Prerequisite: Arabic 3 or equivalent.* (4 units)

**22. Intermediate Arabic II**

Continuation of Intermediate Arabic with focus on building additional vocabulary, using Arabic-English dictionary, reading and discussion of Arabic texts dealing with the literature, arts, geography, history, and culture of the Arabic-speaking world. The teaching/learning process in this level is proficiency-oriented where emphasis is placed on the functional usage of Arabic. *Prerequisite: Arabic 21 or equivalent.* (4 units)

**23. Intermediate Arabic III**

Continuation of Intermediate Arabic with focus on grammatical and linguistic structure in texts dealing with the literature, arts, geography, history, and culture of the Arabic-speaking world. The teaching/learning process in this level is proficiency-oriented where emphasis is placed on the functional usage of Arabic. *Prerequisite: Arabic 22 or equivalent.* (4 units)

**50. Intermediate Arabic Conversation**

This course focuses on the spoken Arabic dialect of the Levant (Lebanon, Syria, Jordan, and Palestine) as one of the major Arabic dialects spoken and understood in the Arab world. The course is a combination of lecture, discussion, exercises and communicative language activities. It aims to develop conversational skills focusing on the use of topic-structured drills and activities that are appropriate to the context in which the language will be spoken. Representative examples of colloquial literature, plays, songs, and TV series will be introduced. Colloquial Arabic will be the primary language of instruction. (4 units)

**UPPER-DIVISION COURSES: ARABIC STUDIES****137. Arabic Culture and Identity**

This course will introduce the students to the major aspects of Arabic and Islamic culture in the context of the complex history of the Arabic world. It will include coverage of religious and ethnic diversity, language, the Arabic family structure, values traditions, and customs. Arabic literatures and poetry from the classical period to the present will be introduced. The Arabic visual and performing arts, music, food, and clothing will be covered. This course is open to all upper-division students who are interested in learning about Arabs and their culture. This course is taught in English; knowledge of Arabic is desirable but not required. Course does not fulfill University Core foreign language requirement. (5 units)

**164. The Art of Arabic Calligraphy**

Arabic calligraphy is a genuine Arabic and Islamic art form that links the literary heritage of the Arabic language with the religion of Islam. Calligraphy means "beautiful handwriting," and in Arabic it also means "the geometry of the spirit." This course will combine theory with practice and through hands-on projects; it will introduce students to the Arabic writing system and the art of Arabic calligraphy. (5 units)

**199. Directed Reading**

Individually designed programs of advanced readings. Written permission of the instructor and department chair is required in advance of registration. (1-5 units)

**LOWER-DIVISION COURSES: CHINESE STUDIES****1. Elementary Chinese I**

Designed for those having no previous study of Mandarin Chinese. A proficiency-based course emphasizing communicative language skills (understanding, speaking, reading, and writing). Development of an understanding of Chinese culture. (4 units)

**2. Elementary Chinese II**

Continuation of CHIN 1. (4 units)

**3. Elementary Chinese III**

Completion of elementary Chinese. (4 units)

**21. Intermediate Chinese I**

The first course in a three-part review of the fundamentals of spoken and written

Mandarin Chinese. Progressive readings and exercises in conversation and composition. Development of an understanding of Chinese culture. *Prerequisite: CHIN 3 or equivalent.* (4 units)

**22. Intermediate Chinese II**

Continuation of the review of Chinese structure, together with progressive development of all Chinese skills. Broadening appreciation of Chinese culture through reading and discussion. *Prerequisite: CHIN 21 or equivalent.* (4 units)

**23. Intermediate Chinese III**

Completion of intermediate Chinese. *Prerequisite: CHIN 22 or equivalent.* (4 units)

## UPPER-DIVISION COURSES: CHINESE STUDIES

**100. Advanced Chinese I**

This course is aimed at expanding the student's vocabulary in written and spoken Chinese, and developing the ability to comprehend and use complex grammatical structures with ease. Course conducted in Chinese. *Prerequisite: CHIN 23 or equivalent.* (5 units)

**101. Advanced Chinese II**

The second in a series of three courses, CHIN 101 is aimed at expanding vocabulary in written and spoken Chinese, and developing the ability to comprehend and use complex grammatical structures with ease. Course conducted in Chinese. *Prerequisite: CHIN 100 or equivalent.* (5 units)

**102. Advanced Chinese III**

This course completes the advanced Chinese series and is aimed at expanding the vocabulary in written and spoken Chinese and developing an ability to comprehend and use complex grammatical structures with ease. Course conducted in Chinese. *Prerequisite: CHIN 101 or equivalent.* (5 units)

**137. Modern Chinese Culture**

This course introduces students to the culture in modern China through literature

(fiction and other reading matter), popular music, and film. This course will also give attention to business etiquette and culture in China. All readings are in English. No Chinese language is required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. This course does NOT fulfill the University Core foreign language requirement. *Prerequisite: None.* (5 units)

**198. Directed Study**

Individually designed programs of advanced study. Restricted to seniors who find themselves in special circumstances (i.e., Asian Studies or International Studies minors). May be taken only once. Courses exempted from challenge may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

**199. Directed Reading**

Individually designed programs of advanced readings. *Written permission of the instructor and department chair is required in advance of registration.* (1–5 units)

## LOWER-DIVISION COURSES: FRENCH AND FRANCOPHONE STUDIES

**1. Elementary French I**

Designed for those having no previous study of French. A proficiency-based course emphasizing communicative language skills (understanding, speaking, reading, and writing). Development of an understanding of French and Francophone culture. (4 units)

**2. Elementary French II**

Continuation of FREN 1. (4 units)

**3. Elementary French III**

Completion of elementary French. (4 units)

**21. Intermediate French I**

The first of two courses reviewing the fundamentals of spoken and written French. Readings in original prose. Development of a Francophone culture. *Prerequisite: FREN or equivalent.* (4 units)

**22. Intermediate French II**

Continuation of the review of the fundamentals of spoken and written French. Further appreciation of French and Francophone culture through readings and discussion. *Prerequisite: FREN 21 or equivalent.* (4 units)

**50. Intermediate French Conversation**

A course concentrating on development of a student's ability to speak French. Recommended for students going abroad. Course includes French-speaking field trips and, when possible, discussions with French visitors. No auditors. *Prerequisite: FREN 22 or equivalent.* (4 units)

## UPPER-DIVISION COURSES: FRENCH AND FRANCOPHONE STUDIES

**100. Advanced French I**

Emphasis on spoken French. Use of Internet resources to broaden appreciation of French and Francophone culture. Readings include a novel and a play. Required of all majors and minors. An essential course for studying abroad. *Prerequisite: FREN 22 or equivalent.* (5 units) NCX

**101. Advanced French II**

Introduction to literary analysis in poetry, prose, and drama. Required of all majors and minors. (May be taken concurrently with certain other upper-division courses.) *Prerequisite: FREN 100 or equivalent.* (5 units)

**102. Advanced French Conversation**

Recommended for students who will study or work in France. Intensive oral work stressing self-expression and discussion skills. Topics will be chosen from contemporary readings and cross-cultural comparisons will be made with American society. No auditors. *Prerequisite: FREN 100 or equivalent and permission of the instructor. Prospective students must arrange an interview with the instructor to receive a permission number. Limited to the first 12 students approved.* (2 units)

**103. Advanced French Composition**

Development of concrete writing skills for a variety of writing tasks, such as

“explication de textes,” “compte-rendu critique,” and “essai argumentatif.” The correct use of syntax and lexicon, as well as the progression of ideas will be stressed. Continuous writing assignments based on readings and a final essay are required. *Prerequisite: FREN 100 or equivalent.* (3 units)

**106. Advanced French Conversation and Composition**

Intensive work in French conversation and composition, focusing on everyday situations. No auditors. *Prerequisite: FREN 100 or equivalent.* (5 units) NCX

**108. French Business Culture and Institutions**

Basic French business terminology and practices. Business letter writing emphasized. Examination of French business institutions (agriculture, finance, advertising, transportation, etc.). Special emphasis on understanding the underlying cultural mores that make French business different from U.S. business. (5 units)

**110. Introduction to French Culture and Civilization**

Cultural, political, economic, artistic, educational, and social aspects of France. (5 units)

**111. Introduction to Francophone Studies: From the Caribbean to Vietnam**

Cultural, political, economic, educational, and social aspects of Francophone countries. Exploration through literary works and films of issues involving nationalism, race, gender, identity, and alienation. Geographic areas include the Caribbean, North Africa, sub-Saharan Africa, Quebec, and Vietnam. May be taken independently of FREN 110. (5 units)

**113. Francophone Culture and Civilization: Black African Women Writers**

An introduction to literature written by Black African women writers. Through literature (interviews, personal testimonies, novels, autobiography) and film (documentaries, movies), students will witness the changing faces of Black Africa, from colonial times to the present, as seen through the eyes of women. (5 units)

**115. Major Works of French Literature I**

Readings in French literature from its beginnings in the Moyen Age to the end of the 18th century. Rotated topics include the theme of love, the comic, the writer's relationship to societies, the emerging genre of the theatre, etc. (5 units)

**116. Major Works of French Literature II**

Readings in French literature of the 19th and 20th centuries. Rotated topics include drama, the novel, literature and the arts, experimentation (literary and dramatic), etc. May be taken independently of FREN 115. (5 units)

**120. Moyen Age**

Epic, lyric, and courtly literature of medieval France: Roland, l'amour courtois

and the Troubadours, Chrétien de Troyes, Tristan et Iseut, Artur, the early theatre. (5 units)

**130. Humanism and the Renaissance**

La Renaissance: readings in Rabelais, the Pléiade poets, and Montaigne. (5 units)

**140. Le Grand Siècle: Theatre in the Age of Louis XIV**

Stress on classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the 17th century such as Descartes, Pascal, Mme de La Fayette, and La Fontaine. (5 units) NCX

**150. The French Enlightenment**

Exploration of the major philosophical, literary, and artistic movements in France between the years 1715 (Louis XIV's death) and 1789 (the French Revolution), with an emphasis on their uneasy relationship to the social, political, and religious institutions of pre-revolutionary France. Texts by Montesquieu, Voltaire, Mme de Charrière, Mme de Graffigny, Rousseau, and others. (5 units)

**160. 19th Century I: Romantic and Romantique**

Romantic literature: prose and poetry (Chateaubriand, Stendhal, Lamartine, Hugo, Balzac, Vigny, etc.). (5 units)

**161. 19th Century II: Le réel et le symbolique**

Realist, Naturalist, and Symbolist literature (Baudelaire, Flaubert, Mallarmé, etc.). (5 units)

**170. 20th Century I: Mémoires et Souvenirs**

Writings of la belle époque and entre deux guerres (Proust, Gide, Apollinaire, Dada, Surrealism, etc.). (5 units)

**171. 20th Century II: The Existentialist Hero**

The engagée literature, the Anti-theatre, the New Novel, and current directions (Anouilh, Sartre, Camus, Ionesco, Robbe-Grillet, Tournier, etc.). (5 units)

**172. Cinéma**

An examination of the evolution of style and theme in French cinema from its birth in 1895 to the present. Study of films by major directors (Renoir, Pagnol, Cocteau, Truffaut, Malle, Beineix, Diane Kurys). Main themes of French culture illustrated in the films. (5 units)

**180. Seminars**

Variable topics in culture, literature, and film. May be retaken for credit. (5 units) NCX

**182. Women in French Literature: Authors and Characters**

Literary analysis of the woman question, formulated through the works of major French writers, both female and male, such as Marie de France, Mme de Lafayette, Choderlos de Laclos, Maupassant, Colette, Marguerite Duras, and Simone de Beauvoir. Readings set against the backdrop of the Monarchy, the French Revolution of 1789, and the Napoleonic regime emphasize an emerging feminist awareness that found expression not only through political activism but also through literature. (5 units)

**183. 20th-Century French Women Writers**

The varied literary contributions of French and Francophone writers such as Colette, Simone de Beauvoir, Marguerite Duras, Elisabeth Badinter, Gabrielle Roy, Mariama Bâ; their differing perceptions of the traditional stereotypes of women and perspectives related to social class. Consideration of whether feminine literature has unique qualities. (5 units)

**185. French Applied Linguistics**

Aspects of modern French linguistics (phonology, phonetics, morphology, syntax). Contrastive analysis. (5 units) NCX

**198. Directed Study**

Individually designed programs of advanced study. Normally restricted to seniors who are declared French and Francophone studies majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

**199. Directed Reading**

Individually designed programs of advanced readings. *Written permission of the instructor and department chair is required in advance of registration.* (1–5 units)

LITERATURE AND CULTURE IN TRANSLATION

*Note: The following three courses are literature and culture in translation courses taught in English and cannot be used to fulfill the University Core Curriculum second language requirement. One course may be counted toward the French and Francophone studies major or minor.*

**112. Francophone Culture and Civilization: Africa and the Caribbean**

A study of the political, social, and literary history of French-speaking Africa and the Caribbean (with a focus on Guadeloupe and Martinique). Explores the issues of identity crisis and cultural

alienation in the works of leading writers. Conducted in English but contains a French component for French and Francophone studies majors and minors. (5 units)

**174. French Novels and Films: Culture, Gender, and Social Classes**

Analysis of classic French novels, ranging from Diderot's *The Nun* to Dura's *The Lover*, and films based on the same texts. Discussion of the adaptation of the novels to film and the characteristics of the novelist's world highlighted or ignored in the corresponding film. Of special interest is the question of whether feminine literature and films have unique qualities that distinguish them from the masculine

tradition. Conducted in English but contains a French component for French and Francophone studies majors and minors. (5 units)

**184. 20th-Century French Women Writers in Translation**

The varied literary contributions of French and Francophone writers. Readings selected mainly from writers of the second half of the 20th century. Consideration of whether feminine literature has unique qualities. Conducted in English but contains a French component for French and Francophone studies majors and minors. (5 units)

**LOWER-DIVISION COURSES: GERMAN STUDIES**

**1. Elementary German I**

Designed for those having no previous study of German. A proficiency-based course emphasizing communicative language skills (understanding, speaking, reading, and writing). Cultural information on German-speaking countries. (4 units)

**2. Elementary German II**

Continuation of GERM 1. (4 units)

**3. Elementary German III**

Completion of elementary German. (4 units)

**5. German for Reading Knowledge**

Alternate to GERM 3 leading to the reading of scholarly articles in various

fields of study. *Prerequisite: GERM 2 or equivalent.* (4 units)

**21. Intermediate German I**

Review of German grammar, short stories, or essays on culture and civilization. Progressive exercises in conversation. *Prerequisite: GERM 3 or 5 or equivalent.* (4 units)

**22. Intermediate German II**

Continuation of GERM 21. Accelerated readings, conversation, and writing. (4 units)

**101. Advanced German II**

Reading of literary texts, composition, and discussion. Required of all minors. Completion or equivalent knowledge admits students to higher-numbered courses. *Prerequisite: GERM 100 or equivalent.* (5 units)

**100. Advanced German I**

Advanced reading, composition, and conversation. Emphasis on conversation and career-oriented language. Required of all minors. *Prerequisite: GERM 22 or equivalent.* (5 units)

**UPPER-DIVISION COURSES: GERMAN STUDIES**

**106. Advanced German Conversation**

Advanced work stressing the development of self-expression in German. *Prerequisite: GERM 22 or equivalent.* (5 units)

**108. German Business Culture and Institutions**

Introduction to the language of business German. Insights into Germany's place in the global economy. The topics, language, and skill-building exercises offer an excellent preparation for students who, after two years of college-level German, plan to pursue careers in international companies and institutions. At the same time, the materials are appropriate for German majors or minors who want to gain insight into contemporary German culture and civilization. (5 units)

**110. History of German Civilization**

Cultural history of the German-speaking countries from earliest times to 1945. *Prerequisite: GERM 100 or equivalent.* (5 units)

**111. Contemporary German Civilization**

Geography, culture, education, politics, and the economy in the German-speaking countries since 1945. *Prerequisite: GERM 100 or equivalent.* (5 units)

**130. The Classical Age**

Major works by Goethe and Schiller. (5 units)

**140. 19th-Century Romanticism**

Philosophy of the Romantics. German fairy tale. Selected works by Kleist, Eichendorff, Heine, and Wagner. (5 units)

**141. 19th-Century Realism**

Works by Büchner, Hebbel, Fontane, Marx, and Hauptmann. (5 units)

**150. 20th-Century Novel**

Works by Kafka, Hesse, Thomas Mann, Christa Wolf, Böll, and others. (5 units)

**151. 20th-Century Drama**

Plays by Brecht, Borchert, Frisch, and Dürrenmatt and Brecht's theoretical writings. (5 units)

**160. The German Novelle**

Characteristic features of the *Novelle* as opposed to *Roman* and *Erzählung*. Examples from Theodor Storm to Thomas Mann. (5 units)

**161. Survey of Lyric Poetry**

Introduction to the analysis of poetry. Numerous examples from all German literary periods beginning with 1600. (5 units)

**174. German Novels and Films**

Various topics will be covered. (5 units)

**180. Special Topics**

Variable topics in culture and literature. May be retaken for credit. (5 units) NCX

**182. Women in German Literature: Authors and Characters**

Works by and about German women. Authors studied include Droste-Hulshof, Böll, Wolf, Handke, Kaschnitz, Wander, and others. (5 units)

**183. 20th-Century German Women Authors and Artists**

A selection from contributions by German women writers and film producers from the second half of the 20th century. (5 units)

**198. Directed Study**

Individually designed programs of advanced study. Normally restricted to seniors who are declared German studies majors or minors and who find themselves in special circumstances. May be

taken only once. Courses exempted from challenge may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

### 199. Directed Reading

Individually designed programs of advanced readings. *Written permission of the instructor and department chair is required in advance of registration.* (1–5 units) NCX

### Literature in Translation

*Note: Literature in translation courses are taught in English and cannot be used to fulfill*

## LOWER-DIVISION COURSES: ITALIAN STUDIES

### 1. Elementary Italian I

Designed for those having no previous study of Italian. A proficiency-based course emphasizing the development of communicative language skills (understanding, speaking, reading, and writing). Development of an understanding of Italian culture. (4 units)

### 2. Elementary Italian II

Continuation of ITAL 1. (4 units)

### 3. Elementary Italian III

Completion of elementary Italian. (4 units)

### 15. Italian Conversation and Composition

Intensive work stressing the skills of spoken and written Italian in everyday situations. Summer course; offered only in Assisi, Italy. *No prerequisite.* (4 units)

*the second language requirement. One course may be counted toward the German studies minor.*

### 115. German Literature in English Translation

Reading and analysis of masterpieces of German literature written between 1750 and 1970. Selection dependent upon available translations. (5 units) NCX

### 21. Intermediate Italian I

Review of fundamentals of spoken and written Italian. Progressive readings reflecting Italian culture and values. Progressive exercises in conversation and composition. *Prerequisite: ITAL 3 or equivalent.* (4 units)

### 22. Intermediate Italian II

Continuation of ITAL 21. *Prerequisite: ITAL 21 or equivalent.* (4 units)

### 62. Survey of Italian Culture and Civilization

Highlights of Italian history, geography, art, music, and culture from their origins to the present. Summer course; offered only in Assisi, Italy. (4 units)

## UPPER-DIVISION COURSES: ITALIAN STUDIES

### 100. Advanced Italian I

Composition, reading, and conversation. Required of all majors and minors. *Prerequisite: ITAL 22.* (5 units)

### 101. Advanced Italian II

Continuation of ITAL 100. Required of all majors and minors. *Prerequisite: ITAL 100 or equivalent.* (5 units)

### 106. Advanced Italian Conversation

Advanced work stressing the development of self-expression in Italian. *Prerequisites: ITAL 101 or equivalent and permission of the instructor.* (5 units) NCX

### 110. Italian Civilization I

Fundamental aspects of Italian history, art, and culture from their origins to the *Seicento*. (5 units) NCX

### 111. Italian Civilization II

Continuation of ITAL 110. May be taken independently. From the *Settecento* to the present. (5 units)

### 112. Survey of Italian Culture and Civilization

Highlights of Italian history, geography, art, music, and culture from their origins to the present. Summer course; offered only in Assisi, Italy. *Prerequisite: ITAL 100 or equivalent.* (5 units)

### 113. Cinema e Cultura

A cultural portrait of modern Italy as reflected in its cinema. Films by Roberto Rossellini, Luchino Visconti, Vittorio De Sica, Michelangelo Antonioni, Federico Fellini, Francesco Rosi, Bernardo Bertolucci, Massimo Troisi, Ettore Scola, Mario Monicelli, and Marco Bellocchio illustrate cultural and intellectual change in the 20th century. *Prerequisite: ITAL 100 or equivalent.* (5 units)

### 120. Survey of Italian Literature I

From its origin to the *Seicento*. (5 units)

### 121. Survey of Italian Literature II

From the *Settecento* to the present. (5 units)

### 125. Colloquium: Italian Literature and Culture

Topic varies. Study and discussion of selected themes in Italian literature and culture. May be retaken for credit. (5 units) NCX

### 130. Dante, La Divina Commedia I

Inferno and Purgatorio. (5 units)

### 131. Dante, La Divina Commedia II

Purgatorio and Paradiso. (5 units)

### 140. Duecento, Trecento

Emphasis on Dante's minor works, Petrarch's poetry, and Boccaccio's *Decameron*. (5 units)

### 150. Quattrocento, Cinquecento (Rinascimento)

Important trends in the literary masterpieces of the Renaissance. Significant works of Ariosto, Tasso, Leonardo, Machiavelli, Lorenzo de' Medici, Poliziano, Castiglione. (5 units)

### 160. Settecento

Salient works of Vico, Goldoni, Parini, and Alfieri. (5 units)

### 170. Ottocento, I Promessi Sposi

Discussion of the works of Foscolo, Leopardi, Manzoni's poetry. Carducci, Pascoli, and Verga. (5 units)

### 180. Novecento Italian Literature of the 20th Century

Main trends in poetry, drama, and the novel from Pirandello to the present. (5 units)

**182. 20th-Century Italian Women Writers**

Critical analysis of major works by leading women writers and the changing role of women in 20th-century Italian society: Grazia Deledda, Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Maria Bellonci, Laudomia Bonanni, Lalla Romano, Milena Milani, Francesca Sanvitale, Romana Petri, Isabella Bossi Fedrigotti, and Gina Lagorio. (5 units)

**183. Women in Italian Cinema: The Impact of Globalization**

Focus is on the films with a global viewpoint of numerous Italian film directors. Examination of Italian masterpieces (even the black-and-white films of the 40s and 50s) with special focus on the changing aspects of global society and their impact on individuals, especially women. Films by women directors whose

work may give a contrasting vision of globalization and its enabling and challenging aspects. (5 units)

**198. Directed Study**

Individually designed programs of advanced study. Normally restricted to seniors who are declared Italian studies majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

**199. Directed Reading**

Individually designed programs of advanced readings. *Written permission of the instructor and department chair is required in advance of registration.* (1–5 units)

**LOWER-DIVISION COURSES: JAPANESE STUDIES****1. Elementary Japanese I**

Designed for those having no previous study of Japanese. A proficiency-based course emphasizing the development of communicative language skills (understanding, speaking, reading, and writing). Development of an understanding of Japanese culture. (4 units)

**2. Elementary Japanese II**

Continuation of JAPN 1. (4 units)

**3. Elementary Japanese III**

Completion of elementary Japanese. (4 units)

**21. Intermediate Japanese I**

New grammatical structures and additional written characters. Progressive exercises to develop facility in conversation, reading, and composition. *Prerequisite: JAPN 3 or equivalent.* (4 units)

**22. Intermediate Japanese II**

Continuation of JAPN 21. *Prerequisite: JAPN 21 or equivalent.* (4 units)

**23. Intermediate Japanese III**

Completion of intermediate Japanese. *Prerequisite: JAPN 22 or equivalent.* (4 units)

**UPPER-DIVISION COURSES: JAPANESE STUDIES****100. Advanced Japanese I**

Continued practice in using complex grammatical structures. Reading and discussion of topics taken from a variety of sources. *Prerequisite: JAPN 23 or equivalent.* (5 units)

**101. Advanced Japanese II**

Continuation of JAPN 100. *Prerequisite: JAPN 100 or equivalent.* (5 units)

**102. Advanced Japanese III**

Completion of advanced Japanese. *Prerequisite: JAPN 101 or equivalent.* (5 units)

**113. Readings in Japanese I**

Readings and discussions in Japanese of selected sociological, literary, and journalistic texts. *Prerequisite: JAPN 102 or equivalent.* (5 units)

**114. Readings in Japanese II**

Continuation of JAPN 113. *Prerequisite: JAPN 113 or equivalent.* (5 units)

**115. Readings in Japanese III**

Completion of readings in Japanese. *Prerequisite: JAPN 114 or equivalent.* (5 units)

**198. Directed Study**

Individually designed programs of advanced study. Normally restricted to seniors who are declared Japanese studies minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge

may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

**199. Directed Reading**

Individually designed programs of advanced readings. *Written permission of instructor and department chair required in advance of registration.* (1–5 units) NCX

**Literature and Culture Taught in English**

*Note: The following course is a literature and culture course taught in English and cannot be used to fulfill the University Core Curriculum second language requirement. One course (5 units) may be counted toward the Japanese studies minor.*

**137. Japanese Culture**

An introduction to Japanese customs, values, and communication styles. Japanese customs will include basic protocol for getting to know Japanese people, the tea ceremony, flower arrangement, and Japanese cooking. Japanese values will concentrate on such key concepts as seniority rules, the virtue of modesty, private vs. public stance, Bushido (the way of the warrior), arranged marriage, and child-rearing practices. Japanese communication will focus on ambiguity, silence, dual meanings of inner and outer groups, and calligraphy. *Prerequisite: None.* (5 units)

### LOWER-DIVISION COURSES: SPANISH STUDIES

#### 1. *Elementary Spanish I*

Designed for those having no previous study of Spanish. A proficiency-based course emphasizing the development of communicative language skills (understanding, speaking, reading, and writing). Development of an understanding of Hispanic culture. (4 units)

#### 2. *Elementary Spanish II*

Continuation of SPAN 1. (4 units)

#### 3. *Elementary Spanish III*

Completion of elementary Spanish. (4 units)

#### 21. *Intermediate Spanish I*

The first course in a three-part review of the fundamentals of spoken and written Spanish. Progressive readings and exercises in conversation and composition. Development of an understanding of Hispanic culture. *Prerequisite: SPAN 3 or three years of high school Spanish.* (4 units)

#### 22. *Intermediate Spanish II*

Continuation of the review of Spanish structure, together with progressive development of all Spanish skills. Broadening appreciation of Hispanic culture through reading and discussion of literary works. *Prerequisite: SPAN 21 or four years of high school Spanish.* (4 units)

#### 23. *Intermediate Spanish III*

Completion of intermediate Spanish. *Prerequisite: SPAN 22 or equivalent.* (4 units)

#### 97. *Community-Based Learning Practicum*

For students enrolled in specific courses that have an integrated, reflective, community-based learning component as part of the coursework. Includes eight weeks of participatory work in a community agency. Requirements: two hours per week at agency site over course of the placement. Note: Not all courses are eligible for enrollment in this practicum. (1 unit)

### UPPER-DIVISION COURSES: SPANISH STUDIES

#### 100. *Advanced Spanish I*

Continued development of all Spanish skills at an advanced level. Special attention to composition. Systematic introduction to literary analysis. Required of all majors and minors. *Prerequisite: SPAN 23 or equivalent.* (5 units)

#### 101. *Advanced Spanish II*

Continued development of all Spanish skills and completion of the introduction to literary analysis begun in SPAN 100. Required of all majors and minors. *Prerequisite: SPAN 100 or equivalent.* (5 units)

*Prerequisites: Completion of SPAN 100 and 101 or evidence of equivalent preparation will admit students to higher-numbered courses.*

#### 107. *Advanced Spanish Composition*

Intensive systematic development of the forms of discourse in Spanish. *Prerequisites: SPAN 100 and 101 or equivalent.* (5 units) NCX

#### 108. *Spanish for Spanish Speakers*

Development of the native Spanish speaker's writing and reading skills. *Prerequisite: At least four years of high school Spanish or completion of Intermediate Spanish at the University level.* (5 units) NCX

#### 110. *Advanced Spanish Conversation*

Advanced work stressing the development of self-expression in Spanish. *Prerequisite: SPAN 101 or equivalent.* (5 units) NCX

#### 112. *Mexican Culture*

Mexican literature, fine arts, history, and social developments, with particular attention to cultural values. (5 units)

#### 113. *The Revolution in Mexican Culture*

Readings and analysis of the works of Mexican writers and artists that interpret the Mexican Revolution of 1910 and reflect Mexican culture. (5 units)

#### 120. *Major Works of Spanish Literature I*

Readings in Spanish literature from the early forms of Spanish literature to the end of the 17th century. (5 units)

#### 121. *Major Works of Spanish Literature II*

Readings in Spanish literature of the 18th and 19th centuries. Continuation of SPAN 120. May be taken separately. (5 units)

#### 122. *The Spanish Picaresque Novel*

A study of the development of the Spanish picaresque novel and its influence on other European literatures. Key works, analyzed from a socio-historical perspective, include *Lazarillo de Tormes* (1554), *El Guzmán de Alfarache* (1599), and *El Buscón* (1626). (5 units)

#### 123. *Siglo de Oro Drama*

A study of the Spanish *comedia* of the *Siglo de Oro*. Particular emphasis on the impact of Lope de Vega and the creation of a national theatre. Literary analysis of the comedias of the most representative Spanish dramatists of the period: Calderón de la Barca, Rojas Zorilla, Tirso

de Molina, Ruiz de Alarcón, Guillén de Castro, and Lope de Vega. (5 units)

#### 124. *Realism in the 19th-Century Spanish Novel*

A study of the decline of Romanticism and the evolution of the Realist movement in 19th-century Spain. Special emphasis on the novels of Fernán Caballero, Alarcón, Galdós, and Valera. (5 units)

#### 125. *Colloquium: Spanish Literature and Culture*

Topic varies. Study and discussion of selected themes in Spanish Peninsular literature and culture. May be retaken for credit. (5 units) NCX

#### 130. *Survey of Latin American Literature I*

Latin American literature from the pre-Columbian period to 1888. (5 units)

#### 131. *Survey of Latin American Literature II*

Latin American literature from 1888 to present. (5 units) NCX

#### 133. *Mexican American Literature*

Reading, analysis, and discussion of Mexican American literature. Emphasis on the novel and short story. (5 units) NCX

#### 135. *Colloquium: Latin American Literature and Culture*

Topic varies. Reading and discussion of selected themes in Latin American literature and culture. May be retaken for credit. (5 units) NCX

#### 136. *Contemporary Latin American Short Story*

Examination of the Latin American short story from Quiroga to the present. Representative works reflecting the diverse cultural backgrounds and ideologies of the authors. (5 units)

**137. Latin American Cultures and Civilizations**

Exploration of the basic factors that have molded and continue to shape the diverse lives and institutions of contemporary Spanish-speaking peoples of the Americas. (5 units)

**140. Modern Latin American Literature I**

Reading, analysis, and discussion of the works of major Latin American writers of the early 20th century (e.g., Gallegos, Barrios, Prado, and Romero). (5 units)

**141. Modern Latin American Literature II**

Reading, analysis, and discussion of the works of major Latin American writers of the late 19th and early 20th centuries. Emphasis on the novel. (5 units)

**145. Mid-20th-Century Latin American Literature**

Reading, analysis, and discussion of the works of major Latin American writers from 1946 to 1962. Carpentier, Yáñez, Fuentes, and others. (5 units)

**146. Contemporary Latin American Literature**

Reading, analysis, and discussion of the works of major contemporary Latin American writers—García Márquez, Vargas Llosa, and others. (5 units)

**147. Cinema and the Novel in Contemporary Latin America**

Analysis of novels by major 20th-century Latin American writers and their representation in films. The impact of modernization, industrialization, and nationalistic and populist thought on the emergence of a distinctive film style, thematic trends, and literary genre conventions. (5 units)

**148. 20th-Century Latin American Women Writers**

Reading, analysis, and discussion of novels and short fiction by major Latin American women writers of the 20th century (e.g., Bombal, Garro, Poniatowska, Allende, Valenzuela, and others). (5 units)

**150. 20th-Century Spanish Literature I**

Major writers of Spain from 1898 to 1936. Particular emphasis on the Generation of 1898. (5 units)

**151. 20th-Century Spanish Literature II**

Major writers of Spain from 1936 to the present. (5 units)

**165. Cervantes: Don Quijote**

Cervantes' masterpiece, as a reflection of Spanish society during the Spanish Empire, an exemplar of Baroque art, and a synthesis and culmination of narrative prose. (5 units)

**175. Spanish Applied Linguistics I**

Introduction to the study of applied linguistics. Detailed scientific analysis of the phonology of modern Spanish. Contrastive analysis of Spanish and English sound systems. Required of all majors and of all prospective teachers of Spanish. (5 units)

**176. Spanish Applied Linguistics II**

Detailed scientific analysis of the morphology and syntax of modern Spanish. Contrastive analysis within the Spanish structure system and between the Spanish and English structure systems. Required of all prospective teachers of Spanish. *Prerequisite:* SPAN 175. (5 units)

**178. Teaching Methods in Spanish**

Practical and theoretical insights into the dynamics of teaching and learning Spanish at the secondary and post-secondary level. (5 units) NCX

**179. Technology for Teaching and Learning Spanish**

Preparation for the prospective Spanish teacher in the design, use, and evaluation of traditional and current technologies for teaching Spanish language and cultures. (5 units) NCX

**195. Spanish Translation I**

Skills and strategies involved in the art of translation. A variety of texts (general, historical, cultural, technical, etc.) illustrate the different modes and nuances of translation. Students assigned special translation projects. May be retaken for credit but will only be accepted once toward the Spanish studies major or minor. *Prerequisite:* SPAN 101 and permission of the instructor. (5 units) NCX

**196. Spanish Translation II**

In this course, a continuation of Spanish 195, students will be translating, analyz-

ing, and preparing for publication hitherto un-translated documents dealing with 19th-century Mexican California. These documents are housed at the History San Jose archives. (5 units)

**198. Directed Study**

Individually designed programs of advanced study. Normally restricted to seniors who are declared Spanish studies majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as directed study. *Written course outline must be approved by instructor and department chair in advance of registration.* (1–3 units)

**199. Directed Reading**

Individually designed programs of advanced readings. *Written permission of the instructor and department chair is required in advance of registration.* (1–5 units) NCX

**UPPER-DIVISION COURSES: MODERN LITERATURE AND CULTURE**

*Note: Knowledge of a foreign language is not necessary for the following comparative course. It cannot be used to fulfill a major or minor requirement in a foreign language or to fulfill the second language requirement.*

**180. International Cinema**

An interdisciplinary course treating film as a medium of cultural expression in China, England (or Australia or Canada), France, Germany, Italy, Japan, Latin America, Russia, and Spain. (5 units)



## DEPARTMENT OF MUSIC

*Professor Emeritus:* Lynn R. Shurtleff

*Professor:* Hans C. Boepple

*Associate Professors:* Teresa McCollough, Nancy Wait-Kromm (*Department Chair*)

*Senior Lecturer:* Robert Bozina

The Department of Music offers a degree program leading to the Bachelor of Arts in Music as well as a minor in music and, in cooperation with the Department of Theatre and Dance, a minor in musical theatre. The department is committed to the education of the whole person: intellectual, emotional, physical, and spiritual. The goal of the Department of Music is to provide an intellectual and stimulating artistic environment that fosters individual expression and creativity through the study of music and performance. Music is a fundamental characteristic of the human experience and an important component of the liberal arts education within the context of a Jesuit university. The Department of Music's curriculum is designed to provide students of diverse backgrounds with the skills necessary to comprehend, perform, and appreciate music's role in human history and its potential power to enhance the lives of all people.

Students who wish to pursue the honors program in music should declare their intention by the beginning of the spring quarter of their sophomore year. Designed as a rigorous course of study for students who wish to attain a higher level of achievement, the honors sequence can be taken in performance, composition, theory, or music history, and presupposes academic as well as musical excellence. A minimum grade point average of 3.0 overall and 3.5 in all music courses, including applied lessons, is required.

Because individual study and performance is essential to the expression and acquisition of music as a language and art form, private instruction is available to all Santa Clara students in the areas of composition, instrumental, and vocal studies.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in music must complete the following departmental requirements:

- MUSC 1-6
- MUSC 1A-6A,
- MUSC 110 or 111
- One course from MUSC 20, 21, 22, or 26/126
- MUSC 101-104
- One course from MUSC 9, MUSC 110 (if not chosen as a requirement) or 111, (if not chosen as a requirement) or MUSC 114, 115, or another elective approved by the department
- Three years or the equivalent of nine quarters of 60-minute instruction
- Three years or the equivalent of nine quarters in an approved departmental ensemble with experience in at least two different ensembles

- MUSC 33 or private piano instruction (as available) until the keyboard proficiency exam is passed
- MUSC 38 until the departmental technology proficiency requirement is met
- One quarter of MUSC 113
- MUSC 118

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in music:

- MUSC 1-4
- MUSC 1A-4A
- One course from MUSC 20, 21, 22, or 26/126
- Two courses from MUSC 101-104
- One course from MUSC 5, 6, 9, 110, 111 114, 115, or another elective approved by the department
- Two years or the equivalent of six quarters of 45-minute private instruction in composition, instrument or voice
- Two years or the equivalent of six quarters in an approved departmental ensemble
- MUSC 33 or private piano instruction until the keyboard proficiency exam is passed
- MUSC 38 until the departmental technology proficiency requirement is met
- One quarter of MUSC 113

### LOWER-DIVISION COURSES

#### 1. *Music Theory I*

Beginning course in a comprehensive theory sequence intended for music majors and minors, or students considering a degree in music; covers notation, scales, intervals, chords, rhythm, and meter. *Prerequisite: None. Majors and minors with extensive theory background are recommended to take the Musicianship Placement Exam. Students with no keyboard experience are encouraged to take Keyboard Proficiency (Music 33).* Offered in the fall quarter only. (4 units)

#### 1A. *Aural Skills I*

Entry-level course to be taken in conjunction with MUSC 1 to develop aural

skills through solfège and rhythmic training, keyboard musicianship, improvisation, and dictation. *Prerequisite: None. Majors and minors with extensive theoretical and/or instrumental or vocal training are recommended to take the Aural Skills Placement Exam. Students with no keyboard experience are encouraged to take Keyboard Proficiency (Music 33).* Offered in the fall quarter only. (4 units)

#### 2. *Music Theory II*

Continuation of Music Theory Sequence. Introduction to basic common practice harmonic progressions: triad relationships, part writing, figured bass, harmonic dictation. *Prerequisite: MUSC*

1 or permission of instructor. Students are encouraged to take Keyboard Proficiency (Music 33) if they have no keyboard background. Offered in the winter quarter only. (4 units)

### 2A. Aural Skills II

Continuing course to be taken in conjunction with MUSC 2 to develop aural skills through solfège and rhythmic training, keyboard musicianship, improvisation, and dictation. *Prerequisite: MUSC 1A or permission of instructor; Students are encouraged to take Keyboard Proficiency (Music 33) if they have no keyboard background.* Offered in the winter quarter only. (4 units)

### 3. Music Theory III

Continuation of Music Theory Sequence. Further instruction in common practice harmony: figured bass and part-writing; dominant and diminished seventh chords and resolutions; harmonic dictation and some score analysis. *Prerequisite: MUSC 2 or permission of instructor; students are encouraged to take Keyboard Proficiency (Music 33) if they have no keyboard background.* (4 units)

### 3A. Aural Skills III

Continuing course to be taken in conjunction with MUSC 3 to develop aural skills through solfège and rhythmic training, keyboard musicianship, improvisation, and dictation. *Prerequisite: MUSC 2A or permission of instructor; students are encouraged to take Keyboard Proficiency (Music 33) if they have no keyboard background.* (4 units)

### 4. Music Theory IV / Advanced Harmonic Language

Continuation of Music Theory Sequence. Introduction to chromatic harmony: secondary dominant chords, altered chords; tonicizing and modulation, score analysis, harmonic dictation,

and creative application of four-part writing using non-harmonic tones. *Prerequisite: MUSC 3 or permission of instructor.* (4 units)

### 4A. Aural Skills IV

Continuing course to be taken in conjunction with MUSC 4 to develop aural skills through solfège and rhythmic training, keyboard musicianship, improvisation, and dictation. *Prerequisite: MUSC 3A or permission of instructor.* (4 units)

### 5. Music Theory V / Form and Analysis

Continuation of Music Theory Sequence. Study of the relationship in Western music between shape/form/structure and harmonic/melodic/thematic content. Music from 1650-1950 will be analyzed in order to achieve this goal, focusing on the primary structures used throughout and since the Common Practice Period. *Prerequisite: MUSC 4 or permission of instructor.* (4 units)

### 5A. Aural Skills V

Continuing course to be taken in conjunction with MUSC 5, to develop aural skills through solfège and rhythmic training, keyboard musicianship, improvisation, and dictation. *Prerequisite: MUSC 4A or permission of instructor; keyboard proficiency required.* (4 units)

### 6. Music Theory VI / 20th-Century Theory

Continuation of Music Theory sequence. Study of structures and systems used from the late-19th century through mid-20th century including atonality and serialism. *Prerequisite: MUSC 5 or permission of instructor.* (4 units)

### 6A. Aural Skills VI

Continuing course to be taken in conjunction with MUSC 6, to develop aural skills through solfège and rhythmic training, keyboard musicianship, improvisation, and

dictation. *Prerequisite: MUSC 5A, or permission of instructor; keyboard proficiency required.* (4 units)

### 7. Music Fundamentals

Intended for nonmajors, musical theatre minors, or students with no theoretical background as a prerequisite to MUSC 1. Introductory course offering both rudimentary music theory (notation, scales, key signatures, intervals, and chords) and beginning aural skills (solfège, rhythmic training, keyboard musicianship, and improvisation). *Prerequisite: None. Offered in the spring quarter only.* (5 units)

### 8. Introduction to Music

Exploration of musical genres, styles, forms, and techniques through lecture, listening, and performance. *Designed for nonmajors.* (4 units)

### 9. Music in Pop Culture

Offered as an elective course covering a variety of genres and styles of music in mainstream culture. Previous courses have included "The Beatles" and "History of Rock and Roll," etc. *Intended for majors and nonmajors.* (4 units)

### 11. Performance and Culture I

Interdisciplinary study of Western culture through the arts of music, theatre, and dance. Ancient cultures with an emphasis on Greece and Rome and the medieval era are the focus in this first of a series of three courses. (4 units)

### 12. Performance and Culture II

Continuation of MUSC 11. The Renaissance in Europe through the Enlightenment. (4 units)

### 13. Performance and Culture III

Continuation of MUSC 12. 19th and 20th century Romanticism, modern and contemporary eras. (4 units)

### 16/116. Music at Noon

This class is organized around the Music at Noon series of concerts and performances. The weekly series brings the opportunity to experience live performances of music from all parts of the world by artists of local, national, and international renown. Students are required to attend all performances and write a reflective paper that summarizes their individual experience. (1 unit)

### 20. Music in American Culture I

A survey of music generated by America's diverse populations, including Latino, African American, Native American, Cajun, Appalachian, and Asian. (4 units)

### 21. Music in American Culture II

A historical survey of rock and roll, jazz, and bluegrass, focusing on the varieties of music generated by America's patchwork culture. (4 units)

### 22. Music of the Caribbean

Introduction to music of the Caribbean Islands (Rumba, Salsa, Reggae, Zouk, etc.) through historical, stylistic, and cultural survey. Spanish, French, and English Caribbean are central with special emphasis on Cuba. Students have the opportunity to learn basic percussion (maracas, clave, guiro, bongo). (4 units)

### 23. History of the Blues

Examination of the music, lyrics, people, places, and social/cultural conditions that have created the Blues tradition; from its roots in Africa to its development in the United States. (4 units)

### 26. La Musica y Cultura Cubana

Held in the Republic of Cuba at the Conservatorio Esteban Salas in Santiago de Cuba and the Centro Nacional de Escuelas de Arte in Havana, this course is presented in collaboration with SCU International Programs and offers an

intensive and complete immersion in Cuban music, dance, and culture. (4 units)

### **30. Beginning Piano Class**

Introductory instruction in piano in a classroom setting. Class limited to 16 students. (4 units)

### **31. Intermediate Piano Class**

Intermediate classroom piano instruction. Class limited to 16 students. *Prerequisite: MUSC 30 or permission of instructor.* (4 units)

### **33. Keyboard Proficiency Class**

Group class designed to prepare students for the Keyboard Proficiency Examination. *Designed for music majors, minors, and musical theatre minors. May be repeated for credit.* (1 unit)

### **34. Beginning Voice Class**

Study and application of basic vocal techniques to develop singing facility. Practical experience in performing. *May be repeated for credit.* (4 units)

## UPPER-DIVISION COURSES

### **101. Music History I: Antiquity Through Renaissance**

Study of the historical development of Western music from the Middle Ages through the Renaissance. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **102. Music History II: Baroque and Classical**

Continuation of Western music survey: Baroque and Classical periods from Florentine Camerata to early Beethoven. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **103. Music History III: Romantic**

Continuation of Western music survey from mid-Beethoven to the foundations

### **35. Intermediate Voice Class**

Continuation of MUSC 34, focusing on more advanced approaches to vocal technique, repertoire, and performance. *May be repeated for credit. Prerequisite: MUSC 34 or permission of instructor.* (4 units)

### **36. Beginning Guitar Class**

Examination of essential elements required to play guitar in the classical style, including fundamental principles of technique, sight-reading, pedagogic repertoire, history, and literature. *May be repeated for credit.* (4 units)

### **38. Technology Proficiency Class**

Practicum course in which students work with an assigned faculty member to learn the current technologies available for professional musicians. Subjects covered in the practicum include the historical framework of technology and music as well as hands-on experience using the computer as a tool for notation and composition. *May be repeated for credit.* (1 unit)

of 20th-century music. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **104. Music History IV: Modern**

Continuation of Western music survey from Debussy to the present. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **109. Lyric Diction**

This course provides singers and actors with a vital introduction to the fundamentals of accurate pronunciation in English, French, German, Latin, and Italian language, with an emphasis on lyric (sung) diction. Pronunciation and comprehension of the International Phonetic Alphabet is taught. (5 units)

### **110. Instrumentation/Arranging**

An exploration of orchestration and arranging for all instruments. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **111. Counterpoint**

Detailed study and creation of 2-part contrapuntal music in the 16th-century Renaissance and 18th-century Baroque styles. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **112. Writing about Music**

Provides students with instruction and experience in writing about the lively art of music. Through original essays, reviews, synopses, program notes, presentations and research papers, students work to develop better communication skills through the written and spoken word. *Fulfills the third writing Core requirement.* (5 units)

### **113. Conducting Lab**

Required lab taught to develop beginning conducting skills. Focus on basic posture, patterns, and gestures as well as an introduction to choral score and conductor score reading. *Prerequisite: MUSC 4 or permission of instructor. Intended for music majors and minors; offered every other year.* (2 units)

### **114. Music Composition Seminar**

A seminar to encourage, educate, and inspire the production of new musical compositions. Development of musical skills, analysis, and discussion of music from the 1940s to the present will be covered. *Prerequisite: MUSC 4 or permission of instructor.* (5 units)

### **115. Special Topics in Music**

Elective for all music majors and minors organized around various topics and issues of interest to the faculty and students ranging from performance and

composition to cultural and historical studies. Previous topics have included Art of the Song, Mozart, Stravinsky, Beethoven, Women in Music, and other topical studies. *Open to nonmajors with permission of instructor only.* (5 units)

### **118. Directed Study in Pedagogy**

A teaching practicum in which junior or senior music majors work with a music faculty member in a classroom, studio, or ensemble framework to assist in the planning and execution of a course. *Music majors only.* (1 unit)

### **120. Junior Recital**

Intended for music majors and minors; 30-45 minute performance of solo repertoire in a variety of styles. Must be sponsored by student's SCU private instructor, approved by the department, and preceded by a recital hearing. (5 units)

### **120A. Honors Junior Recital**

A Junior Recital requiring more advanced achievement with regard to difficulty of literature and mastery of execution and interpretation; 45-60 minutes in length. Must be sponsored by student's SCU private instructor, approved by the department, and preceded by a recital hearing. *Enrollment limited to music majors only.* (5 units)

### **121. Senior Recital**

Intended for music majors and minors; 45-60 minute performance of solo repertoire in a variety of styles. Must be sponsored by student's SCU private instructor, approved by the department, and preceded by a recital hearing. (5 units)

### **121A. Honors Senior Recital**

A Senior Recital requiring more advanced achievement with regard to difficulty of literature and mastery of execution and

interpretation; 60-75 minutes in length. *Enrollment limited to music majors only.* (5 units)

### 123. Honors Thesis in Music Theory

The scope and quality must surpass those of a senior level essay, demonstrating significant research, arguments cogently articulated, and conclusions formulated with clarity and elegance. *Prerequisite: MUSC 6, or permission of department chair.* (5 units)

### 124. Honors Thesis in Music History

The scope and quality must surpass those of a senior level essay, demonstrating significant research, arguments cogently articulated, and conclusions formulated with clarity and elegance. *Prerequisite: MUSC 101-104.* (5 units)

## PERFORMING ENSEMBLE COURSES

*Note: All ensembles may be repeated for credit. Students should enroll with appropriate lower- or upper-division course number, depending on status. Ensembles marked with an asterisk (\*) meet the ensemble requirement for music majors and minors.*

### 40/140. University Orchestra\*

Preparation and concert performance of major works of orchestral literature. Performing Arts Grants are available to qualified students. *By audition only.* (2 units)

### 42/142. Concert Choir\*

A 52–60 voice mixed ensemble of select singers that perform a wide variety of a cappella and accompanied secular and sacred choral music from every period in music history through the present day. Emphasis is on a comprehensive survey of choral literature through performance, as well as development of choral tone, blend, diction, and sight singing skills. Performing Arts Grants are available to qualified students. *By audition only.* (2 units)

### 125. Honors Thesis in Composition

Must demonstrate an advanced level of compositional technique, be of suitable length and complexity, and demonstrate sophisticated handling of musical materials and skillful instrumentation. *Prerequisite: Six quarters of private composition lessons and MUSC 6, or permission of department chair.* (5 units)

### 126. La Musica y Cultura Cubana

Held in the Republic of Cuba at the *Conservatorio Esteban Salas* in Santiago de Cuba and the *Centro Nacional de Escuelas de Arte* in Havana, this course is presented in collaboration with SCU International Programs and offers an intensive and complete immersion in Cuban music, dance, and culture. (5 units)

### 43/143. Chamber Singers\*

An 18–24 voice mixed ensemble of highly select advanced singers. Repertoire includes a variety of sophisticated chamber choral music from the Renaissance to the present day. Performing Arts Grants are available to qualified students. *By audition only.* (2 units)

### 44/144. Preparatory Chorus

Designed as an introductory/fundamentals course for students with no previous choral singing experience. Focus on four areas: basic music theory (including terminology, notational and choral score reading), sight singing, vocal production, and vocal/choral diction. Course is taught in five 30-minute individual private sessions arranged with the instructor. Can be taken in conjunction with concert choir, but enrollment in concert choir is not required. Enrollment is limited to 8 students per quarter. *By permission of instructor only. Offered in fall and winter quarters only.* (1 unit)

### 45/145. Jazz Ensemble\*

Preparation and performance of jazz literature for large ensemble. *By audition only.* (1 unit)

### 46/146. Jazz Combo Workshop\*

Focus on jazz improvisation, techniques, and theory in small group performance. *By audition only.* (0.5 units)

### 47/147. Guitar Ensemble\*

Preparation and performance of ensemble literature for classical and jazz guitar. *Open to selected students with instructor permission.* (2 units)

### 48/148. Chamber Music Ensemble

Preparation and performance of instrumental chamber music from the standard repertoire. Students are encouraged to form their own small ensembles (strings, winds, brass, etc.) and seek weekly coaching from an approved faculty member. *By permission of instructor only.* (1 unit)

### 49/149. Son Santa Clara\*

Combining the musical cultures of Africa and Spain, *Son Santa Clara* is dedicated to the performance and practice of the music of Cuba's eastern provinces. Nengon, Quiriba, and Rumba round out the musical forms that this ensemble rehearses. Many students involved with *Son Santa Clara* have participated in Santa Clara's International Cuba program. *Admission by permission of instructor only.* (2 units)

## PRIVATE INSTRUCTION

*Note: Private instrumental and vocal lessons are available to all Santa Clara students. Students may enroll in 1 hour, 45-minute, or 30-minute lessons depending upon their status as a major, minor, or elective student. A full description of the private instruction protocols is available in the Music Department Handbook. Nine private lessons are given each quarter. Stu-*

### 50/150. Opera Theatre

Instruction in operatic technique and literature; performance, score-reading, and solo/ensemble work in preparation of a major performance. *By audition only.* (3 units)

### 51/151. Opera Studio

Study and preparation of the coursework for Opera Theatre in a workshop setting. *By audition only.* (2 units)

### 52/152. World Percussion Ensemble\*

African and/or African influenced percussion and rhythms applied to traditional and non-traditional instruments, movement, and voice in an ensemble setting. *Open to all students.* (1 unit)

### 53/153. World Music Lab

Students enroll in this course to rehearse various world music styles and study non-orchestral instruments. Students are encouraged to form their own small ensembles dedicated to a particular region or style of music such as Latin America (samba, tango, mariachi), the Caribbean (son, steel pan, calypso), Asia (taiko, guzheng, gamelan), rural America (bluegrass, blues), Europe (celtic), etc. Students receive weekly coaching from an approved faculty member. *By permission of instructor only.* (1 unit)

*dents taking lessons beyond one quarter are required to participate in a jury. Private lessons may be repeated for credit and are open to nonmajors by audition only and on a space-available basis. Priority registration is given to music majors, minors, musical theatre minors, and students enrolled in departmental ensembles or preparing for a junior or senior recital.*

<i>60/160. Voice</i>	<i>78/178. Saxophone</i>
<i>61/161. Piano</i>	<i>80/180. French Horn</i>
<i>62/162. Jazz Piano</i>	<i>81/181. Trombone</i>
<i>63/163. Organ</i>	<i>82/182. Tubal/Euphonium</i>
<i>64/164. Harpsichord</i>	<i>83/183. Trumpet</i>
<i>65/165. Piano Accompanying*</i>	<i>84/184. Jazz Trumpet</i>
<i>66/166. Violin</i>	<i>85/185. Percussion</i>
<i>67/167. Viola</i>	<i>86/186. World Music Instruction</i>
<i>68/168. Violoncello</i>	<i>87/187. World Percussion</i>
<i>69/169. String Bass</i>	<i>88/188. Composition</i>
<i>71/171. Guitar</i>	<i>89/189. Electronic Composition</i>
<i>72/172. Jazz Guitar</i>	<i>90/190. Instrumental Conducting</i>
<i>74/174. Flute</i>	<i>91/191. Choral Conducting</i>
<i>75/175. Oboe</i>	<i>93/193. Recording Engineering</i>
<i>76/176. Clarinet</i>	<i>* Open to music majors and minors only; with permission of instructor</i>
<i>77/177. Bassoon</i>	

## DEPARTMENT OF PHILOSOPHY

*Professor Emeritus:* James W. Felt, S.J.

*Professors:* Philip J. Kain, Michael Meyer, William J. Prior, Elizabeth S. Radcliffe  
(*Department Chair*)

*Associate Professors:* Christopher B. Kulp, Scott LaBarge, William A. Parent,  
Mark A. Ravizza, S.J.

*Assistant Professor:* Shannon Vallor

*Senior Lecturer:* Lawrence Nelson

The Department of Philosophy offers a degree program leading to the Bachelor of Arts in Philosophy. Philosophy inquires directly into the relation of human beings to the world: what we are, how we know, what values are, how we live. Worth pursuing for its own sake, philosophical inquiry also promotes analytical thinking and precise expression and, thus, is excellent undergraduate preparation for a number of professional careers, such as law, government, writing, social work, and computer programming. To qualify for honors in philosophy, the major ordinarily must have a 3.5 grade point average in philosophy courses and complete PHIL 198 with a grade of A- or better.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in philosophy must complete the following departmental requirements:

- PHIL 11, 12, 13, 25 or 27, 50
- Two courses from different historical periods: PHIL 131 (ancient), PHIL 132 (medieval), PHIL 133 (modern), and PHIL 135, 136, 137 (contemporary)
- One course from PHIL 120 - 129
- One course from PHIL 125 or 140 - 149
- Four additional upper-division courses from PHIL 109 - 199

### *Emphasis in Pre-Law*

The pre-law emphasis in philosophy is intended to provide the skills of analytic reasoning and conceptual investigation necessary for law. Philosophical research hones the techniques of careful argumentation and logically disciplined reasoning essential to the legal analysis of cases and statutes. Also, emphasis on ethics courses will help prepare students for the study and analysis of normative issues. The pre-law emphasis may be taken as part of a philosophy major or minor, or the courses may be taken alone. Requirements for the pre-law emphasis include:

- One course from PHIL 25, 27, 29, or 152
- One course from PHIL 111, 113, or 154
- One course from PHIL 2, 3, 4, 5, 6, 7, 8, 9, 10, 109, 110, 112, 115, 117, 118, 119, 120, 121, 122, 123, 124, 125, 129, 136, or 142
- Two additional courses from those in the three lists above

## REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in philosophy:

- PHIL 11 and 12; 25 or 27
- Four approved upper-division courses; PHIL 13 may be substituted for one upper-division course

## LOWER-DIVISION COURSES: ETHICS

### *2. Introduction to Ethics*

Consideration of the traditional theoretical questions posed in moral philosophy: standards that determine the morality of an action, the motives and consequences of an act, the good life. Authors studied may include Plato, Aristotle, Aquinas, Bentham, Mill, Kant. (4 units)

### *3. Ethical Issues in Computing*

Normative inquiry into the use of computers. Topics may include information privacy, peer-to-peer file sharing, end-user copying, software as intellectual property, hacking, online communities, safety-critical software, verification, and encryption. (4 units)

**4A. Ethics and Gender**

Formal inquiry into normative ethics. Emphasis on ethical principles and theories, as well as the application of these to issues essentially intertwined with concepts of sex and gender as they apply to both men and women. Special attention to gender theory and feminism. Topics studied may include pornography, sexuality, heterosexual/homosexual marriage and family life, domestic violence and rape, abortion and reproduction, fashion and appearance, gender discrimination, sex-based affirmative action, and sexual harassment. (4 units)

**4B. Ethics and Gender in Film**

Formal inquiry into normative ethics. Emphasis on ethical principles and theories as they relate to concepts of gender and sex applicable to both males and females. In addition to written texts about ethics and gender, both dramatic and documentary films will be studied to illustrate how gender is both experienced by men and women and portrayed in the lived world. Topics studied may include sexuality and sexual orientation, male and female gender roles, heterosexual/homosexual marriage and family life, sexual violence, transsexuality, abortion and reproduction, and gender discrimination. Films studied may include *Southern Comfort*, *Boys Don't Cry*, *daddy and papa*, *Sliding Doors*, *The Brandon Teena Story*, *If These Walls Could Talk*, *The Laramie Project*, and *thirteen*. (4 units)

**5. Ethical Issues in Society**

Formal inquiry into normative ethics. Special attention to general ethical principles and to the practical application of these principles to current ethical issues in society. Topics may include the concepts of freedom, obligation, value, rights, justice, virtue, and moral responsibility, as applied to issues like abortion, punishment, economic distribution,

racial and sexual discrimination, sexuality, political obligation, nuclear war, and pornography. (4 units)

**6. Ethical Issues in Business**

Formal inquiry into normative ethics. Special attention to general ethical principles and the application of these principles to current moral issues in business. Topics may include truth in advertising, corporate social responsibility, affirmative action, capitalism, government regulation, quality of work-life, environmental and resource issues, and ethical codes of conduct. (4 units)

**7. Ethical Issues in Medicine**

Formal inquiry into normative ethics. Special attention to general ethical principles and the application of these principles to current moral issues in medicine and the health sciences. Topics may include the definition of death, informed consent, distribution of health care, euthanasia, genetic manipulation, artificial conception, prolongation of life, and organ transplants. (4 units)

**8. Ethical Issues in Politics**

Formal inquiry into normative ethics. Emphasis on moral issues in political theory. Possible topics include the concepts of rights, justice, dignity, equality, personhood, desert, retributivism, and utility. Issues discussed may include alienation, individualism, community, discrimination, capital punishment, sexual equality, civil disobedience, revolution, and world hunger. (4 units)

**9. Ethical Issues and the Environment**

Formal inquiry into normative ethics. Emphasis on moral issues and the environment. Topics include animal rights, anthropocentrism, cost-benefit analysis, human rights, interspecies justice, land (use and value), population control, rights (of future generations and

natural objects), values (moral and aesthetic) and preferences, wildlife protection, wilderness. (4 units)

**10. Ethical Issues in the Law**

Formal inquiry into normative ethics. Emphasis on moral issues and concepts in contemporary legal debates on issues such as hate speech and freedom of

speech, the right to die, homosexual parenting, abortion picketing, the exclusionary rule, the insanity defense, and the legalization of drugs. Discussion of moral dilemmas confronting criminal lawyers, including the practice of knowingly allowing false testimony from their clients. (4 units)

**LOWER-DIVISION COURSES: HISTORY OF PHILOSOPHY****11. Western Culture: Philosophy I, Classical and Medieval**

Beginnings of Western philosophy. Representative writers of the Greek and medieval traditions, with attention to their historical and literary milieu and their relevance to contemporary thought. (4 units)

**12. Western Culture: Philosophy II, Early Modern**

Principal fashioners of the modern mind. 17th- and 18th-century philosophers

studied in the historical and literary context of their times with attention to their impact on the present. (4 units)

**13. Western Culture: Philosophy III, Modern and Contemporary**

Introduction to the closer roots of modern thinking, from the critical revolution of Kant to some of the dominant currents of the 20th century. *Prerequisite: PHIL 12 strongly recommended.* (4 units)

**LOWER-DIVISION COURSES: LOGIC AND REASONING****25. Informal Logic**

Introduction to the art of logical reasoning. Emphasis on the ability to recognize common fallacies of argumentation. (4 units)

**27. Introduction to Formal Logic**

Introduction to the study of deductive inference, including traditional and modern techniques. (4 units)

**29. Reasoning and Interpretation in Law**

Introduction to basic concepts in logic and augmentation as well as to methods of reasoning, argumentation, and interpretation

that commonly appear in American Law. Examination of arguments; deduction and induction; varieties of meaning; definitions and their purposes; informal fallacies; categorical syllogisms; ordinary language arguments; enthymemes; analogy in legal and moral reasoning; causality; probability; statistical reasoning; authority; causality; precedent and stare decision; interpretations and reasoning from statutory rules; reasoning from case law; nature and legitimacy of judicial adjudication; methods for analyzing cases; explanatory and justifying reasons; conflict and legal rules. (4 units)

## LOWER-DIVISION COURSE: METAPHYSICS AND EPISTEMOLOGY

### 50. *Knowledge and Reality*

Introduces two central areas of philosophy—epistemology and metaphysics—through the study of several fundamental problems in those areas. Problems that may be studied include the existence of God, the relation between mind and body, freedom of the will, the nature and

possibility of knowledge, and the relation between language and reality. Required of all philosophy majors and normally taken during the sophomore year. (4 units)

*Note: The normal prerequisite for all philosophy upper-division courses is upper-division standing.*

## UPPER-DIVISION COURSES: ETHICS

### 109. *Ethics and the Environment*

Formal inquiry into normative ethics. Investigation of environmental issues from the point of view of classical ethical perspectives and consideration of how questions about the moral value of the environment provide new challenges to such classical theories. Topics may include animal rights, human rights, the rights of future generations, the rights of nature, anthropocentrism, interspecific justice, land (use and value), wilderness, and values and preferences. (5 units)

### 110. *Ethics in the Health Professions*

Formal inquiry into applied ethics. Emphasis on moral issues encountered by members of the health professions. Topics may include the formulation of professional ethical standards and the examination of moral dilemmas in medicine, psychological counseling, and other areas of health care. (5 units)

### 111. *Bioethics and the Law*

Bioethics (normative ethics as applied to medicine and the health care professions, the life sciences, and biotechnology) is partially constituted by legal norms and values. Exploration of the evolving relationship between law and bioethics, as well as the substantive law and ethics of selected topics by studying course cases and bioethical texts. Topics studied may include the definition of death, informed

consent, the physician-patient relationship, euthanasia /assisted suicide and the law of criminal homicide, advance directives for health care, confidentiality, involuntary civil commitment for mental illness, regulation of research involving human subjects, the use of nonhuman animals in biomedical research, the legal and moral status of prenatal humans, parental control over the medical care of minor children, tort law and medical practice, and state licensure of health care professionals. (5 units)

### 112. *Ethics in Management*

Formal inquiry into applied ethics. Emphasis on moral issues encountered by managers. Topics may include the role of ethical principles in business and ethical dilemmas raised by the management and administration of business organizations, such as conflicts of interest, organizational politics, commercial bribery, whistle-blowing, labor-management conflicts, and consumerism. (5 units)

### 113. *Ethics and Constitutional Law*

Exploration of how the constitutional rights and interests of individuals and groups of individuals can be understood and justified by moral and social/political philosophy. Particular constitutional subjects to be studied may include 4th Amendment search and seizure, obscenity and pornography, equal protection,

gender discrimination, freedom of speech, freedom of association, free exercise of religion, State establishment of religion, discrimination against gays and lesbians, privacy and personal autonomy, privacy and reproductive freedom, and substantive due process. Readings typically consist of Supreme Court cases. Satisfies Ethics requirement for the bachelor's degree in all undergraduate colleges except the Business School. (5 units)

### 115. *Feminism and Ethics*

Exploration of theories of feminism, patriarchy, and gender, and of ethics as applied to the contemporary experience and social situation of women. Topics may include equality, affirmative action, comparable worth, pornography, sexuality, reproductive technologies, maternal-

### 120. *Ethical Theory*

Examination of major philosophers or issues in moral and social philosophy. Topics may include dignity, moral rights and obligations, justice, moral relativism, virtue, the good, and happiness. (5 units)

### 121. *Classic Issues in Ethics*

Exploration of the fundamental questions of ethics through close study of some of the great works of moral philosophy, such as Plato's Republic, Aristotle's Nicomachean Ethics, Kant's Groundwork, and Mill's Utilitarianism. (5 units)

### 122. *Political Philosophy and Ethics*

Moral issues in political philosophy, especially traditional ethical justifications for political authority. Topics may include theories of political authorization and contract theory, rights, liberty, equality, justice, community, revolution, civil disobedience, and others. Specific variations include 122A (Classical and Modern), 122B (Contemporary). (5 units)

fetal relations, rape and domestic violence, female body image, cosmetic surgery, "alternative" families, militarism, and environmentalism. (5 units)

### 117. *Science, Technology, and Society*

Investigation of the religious and ethical significance of the impact of technology on society. (5 units)

### 118. *Ethics and Warfare*

Historical and contemporary approaches to the ethical issues that arise in warfare. (5 units)

### 119. *Special Topics in Applied Ethics*

Selected philosophical problems in applied ethics studied at an advanced level. (5 units)

## UPPER-DIVISION COURSES: ETHICAL THEORY

### 123. *Marx and Ethics*

Examination of Marx's ethical thought in the context of traditional ethical theory (Aristotle, Kant) and in relationship to his political views and philosophy of history. Topics may include alienation, the human essence, the individual, community, needs, freedom, equality, rights, and justice. (5 units)

### 124. *Virtue Ethics*

Exploration of various basic issues in ethics, such as friendship, courage, or compassion, from the point of view of virtues or (moral) character. Close study of classic authors—for example, Aristotle—as well as contemporary writers on virtue ethics. (5 units)

### 125. *Moral Epistemology*

An investigation into the foundations of ethics: principally concerned with (1) the nature of ethics, and (2) the nature and possibility of moral knowledge. Issues to be discussed may include cognitivism and noncognitivism in ethics,

moral relativism, moral realism, and moral skepticism. *Prerequisites: PHIL 50 and one ethics course, or permission of department chair.* (5 units)

#### UPPER-DIVISION COURSES: HISTORY OF PHILOSOPHY

##### 131. *Ancient Philosophy*

Study of one major philosopher or philosophical issue (such as substance, causation, or virtue) from the ancient period. Specific variations include 131A (Socrates), 131B (Plato), 131C (Aristotle), and 131D (Love and Relationship in Classical Antiquity). *Prerequisite: PHIL 11 or permission of department chair.* (5 units)

##### 132. *Medieval Philosophy*

Study of one major philosopher or philosophical issue (such as universals, existence and the nature of God, or free will) from the medieval period. Specific variations include 132A (Augustine) and 132B (Aquinas). *Prerequisite: PHIL 11 or permission of department chair.* (5 units)

##### 133. *Modern Philosophy*

Study of one major philosopher or issue (such as mind and body, skepticism and knowledge, or causation) from the modern period. Specific variations include 133A (Hume), 133B (Kant), 133C (Hegel), and 133D (Nietzsche). *Prerequisite: PHIL 12 for 133A; PHIL 13 for 133B-D or permission of department chair.* (5 units)

##### 134. *Skepticism*

Study of the problem of skepticism from its origin in ancient Greece to the present day. Considers both skeptical positions and views critical of skepticism. Readings may include Sextus Empiricus,

##### 129. *Special Topics in Ethical Theory*

Selected philosophical problems in ethical theory studied at an advanced level. (5 units)

Descartes, Hume, and Wittgenstein. *Prerequisite: PHIL 11 or 12 or permission of department chair.* (5 units)

##### 135. *Existentialism*

General introduction to existentialism in its analysis of the basic structures of human existence, particularly freedom, and in its major thinkers. *Prerequisite: PHIL 12 or permission of department chair.* (5 units)

##### 136. *Analytic Philosophy*

Examination of the major currents in 20th-century Anglo-American philosophy. Philosophers studied may include Frege, Russell, Carnap, Moore, Wittgenstein, and Austin; movements may include logical positivism and ordinary-language philosophy. *Prerequisites: PHIL 50, PHIL 27 recommended; or permission of department chair.* (5 units)

##### 137. *Contemporary European Philosophy*

Selected topics from 20th-century European philosophy: movements such as phenomenology and structuralism; philosophers such as Husserl, Heidegger, Merleau-Ponty, Sartre. (5 units)

##### 139. *Special Topics in the History of Philosophy*

Selected philosophical problems in history of philosophy studied at an advanced level. (5 units)

#### UPPER-DIVISION COURSES: METAPHYSICS AND EPISTEMOLOGY

##### 140. *Philosophy and Science*

Exploration of selected philosophic questions that arise in contemporary science, especially physics. Topics include the nature of scientific knowing, the replacement of theories, paradoxes of relativity and quantum theory, and the sense in which scientific objects are "real." *Prerequisite: PHIL 50 or permission of the department chair.* (5 units)

##### 141. *Metaphysics*

Examination of major issues in metaphysics. Topics may include the nature and possibility of metaphysics, free will and determinism, the mind/body problem, personal identity, and metaphysical issues arising in science. *Prerequisites: PHIL 25 or 27 and 50 or permission of department chair.* (5 units)

##### 142. *Theory of Knowledge*

Examination of major issues in the theory of knowledge. Topics may include justification of belief, a priori knowledge, perception, and theories of truth. *Prerequisites: PHIL 50, PHIL 27 recommended; or permission of the department chair.* (5 units)

##### 150. *Philosophy of Religion*

Philosophical inquiry, based on both classical and contemporary views, as to whether the existence of God can be rationally demonstrated, whether it is compatible with evil, how human beings relate to God, the nature of faith, and the nature of religious language. (5 units)

##### 151. *Philosophical Topics in Literature and Film*

An investigation of selected films and literary works as sources of insight into a

##### 143. *Analytic Metaphysics*

Philosophical investigation of the free-will problem. Discussion of concepts of freedom, fate, causation, and God. *Prerequisites: PHIL 50 or permission of department chair.* (5 units)

##### 144. *Philosophy of Mind*

Examination of issues relating to the existence and nature of mind and its relation to body. *Prerequisite: PHIL 50 or permission of department chair.* (5 units)

##### 145. *Wittgenstein*

A study of the philosophy of the 20th-century philosopher Ludwig Wittgenstein, focusing on his logical theory, metaphysics and epistemology, from his *Tractatus Logico-Philosophicus* to his *Philosophical Investigations*. *Prerequisite: Philosophy 50, or permission of department chair.* (5 units)

##### 149. *Special Topics in Metaphysics and Epistemology*

Selected philosophical problems in metaphysics and/or epistemology studied at an advanced level. *Prerequisite: PHIL 50 or permission of department chair.* (5 units)

#### UPPER-DIVISION COURSES: OTHER

variety of philosophical issues. Topics considered may include the limits of human rationality, absurdity, human suffering, the nature of reality, freedom and determinism, and philosophy of religion. Readings from traditional and contemporary philosophical sources. (5 units)

##### 152. *Symbolic Logic*

Study of various topics in modern symbolic logic. *Prerequisite: PHIL 27 or permission of department chair.* (5 units)



**154. *Philosophy of Law***

Proper limits and uses of the criminal law in regulating human behavior. (5 units)

**155. *Aesthetics***

Philosophical examination of the historical development of the concepts of taste and beauty. (5 units)

**198. *Senior Research Thesis***

Creation of a carefully researched and scholarly paper, under the active direction of a selected member of the depart-

ment's staff. Of particular value to senior students who intend to pursue graduate studies. *Prerequisites: Previous arrangement with instructor and department chair.* (5 units)

**199. *Directed Research***

Tutorial work with demanding requirements for advanced students in particular problem areas not otherwise accessible through courses. *Prerequisite: Previous arrangement with the instructor and department chair.* (5 units)

**DEPARTMENT OF PHYSICS**

*Professors Emeriti:* William T. Duffy Jr., Carl H. Hayn, S.J.

*Professor:* Betty A. Young

*Associate Professors:* Richard P. Barber Jr. (*Department Chair*), Philip R. Kesten, John T. Birmingham

*Assistant Professor:* Guy Ramon

The Department of Physics offers major programs of lecture and laboratory instruction leading to the Bachelor of Science in Physics and the Bachelor of Science in Engineering Physics. The department also provides an academic minor in physics and required and elective courses for students majoring in other fields.

The usual career goal of a physics major is professional scientific employment by industry, government, or a university, or secondary school teaching in physical science. The undergraduate major program in physics is appropriate preparation for graduate study in physics, astronomy and astrophysics, biophysics, environmental science, geological science and geophysics, medical physics and medicine, patent law, physical science teaching, and oceanography.

The engineering physics major is particularly appropriate for the applied science student who wishes to do research and development and/or attend graduate school in physics, applied physics or various engineering disciplines. The engineering physics major covers a broad spectrum of courses in mathematics, engineering, and physics. This program emphasizes, to a greater extent than the traditional engineering major, the physics fundamentals that are applicable to new technologies as well as to the more established ones.

Research in the department currently is funded by the National Science Foundation, NASA, and Research Corporation. Majors in physics, engineering, and engineering physics participate in faculty research projects through PHYS 198 (Undergraduate Physics Research) and PHYS 199 (Directed Readings in Physics). Advanced students also have opportunities for part-time employment assisting faculty in laboratory and related teaching activities.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree in Physics, students majoring in physics or engineering physics must complete the following departmental requirements:

**Major in Physics**

- CHEM 11 and 12
- MATH 11, 12, 13, 21, 22
- CSCI 10
- PHYS 31, 32, 33, 34, and associated labs
- PHYS 70, 101, 102, 111, 112, 116, 120, 121, 122, 131, 132, and 151

**Major in Engineering Physics**

- A minimum of 197 quarter units in a curriculum approved for engineering physics
- CHEM 11 and 12
- MATH 11, 12, 13, and 21
- AMTH 106 or MATH 22
- One course from CSCI 10, COEN 10, COEN 11, or COEN 44
- PHYS 31, 32, 33, 34 (and associated labs), 70, 101, 111, 112, 121, 131, and either 102 or 132
- ELEN 110 and 115
- PHYS 120 or MECH 121
- MECH 122
- CENG 41 and 43 (CENG 41 is waived for students with advanced placement credit for PHYS 31 and students who earn a "B" or higher in PHYS 31)
- Cluster of four to five technical elective courses in one of several special emphasis areas such as computational physics, electronics, materials science, solid state science, and mechanical engineering

Physics 116 is taught as a capstone and, although not required, is highly recommended for engineering physics majors.

**REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in physics:

- PHYS 31, 32, 33, and 34 (and associated laboratories)
- Four approved upper-division courses, excluding PHYS 198 and 199

## PREPARATION IN PHYSICS FOR ADMISSION TO TEACHER TRAINING CREDENTIAL PROGRAMS

The State of California requires that students seeking a credential to teach physics in California secondary schools must pass a subject area competency examination. The secondary teaching credential program additionally requires the completion of an approved credential program, which can be completed as a fifth year of study and student teaching or through an undergraduate summer program and internship. Students who are contemplating secondary school teaching in physics should consult with the coordinator in the Department of Physics as early as possible.

### LOWER-DIVISION COURSES

#### 1. *Hands-On Physics!*

How do scientists know what they “know?” Notions of scientific theory and experimentation are reviewed. Error analysis and instrumentation are emphasized. Includes student-designed, peer-reviewed group projects. (4 units)

#### 2. *Introduction to Astronomy: The Solar System*

An introduction to astronomy with a particular focus on the origin and evolution of the solar system, and planets and their satellites. Topics include a brief history of the science of astronomy, telescopes and observational methods, gravitation, spectra and the sun, asteroids, comets, astrobiology, and searches for new planetary bodies and extraterrestrial life. Special emphasis is given to the Earth as a planet, with comparisons to Mars and Venus. Fall and spring quarters. Students should be familiar with arithmetic and basic algebra. Observational lab meets five times during the quarter. (4 units)

#### 3. *Introduction to Astronomy: The Universe*

An introduction to astronomy with a particular focus on the origin and evolution of the universe, galaxies and stars. Topics include a brief history of the science of astronomy, telescopes and observational methods, gravitation, spectra

and the sun, black holes, nebulae, the big bang, and the expansion and ultimate fate of the universe. Special emphasis is given to theories of the cosmos from Stonehenge to the present. Fall and spring quarters. Students should be familiar with arithmetic and basic algebra. Observational lab meets five times during the quarter. (4 units)

#### 4. *The Physics of Dance*

Explores the connection between the art of dance and the science of motion with both lecture/discussion sessions and movement laboratories. Topics include: mass, force, equilibrium, acceleration, energy, momentum, torque, rotation, and angular momentum. Movement laboratory combines personal experience of movement with scientific measurements and analysis, in other words: “dance it” and “measure it.” This is a lab science, not a dance technique course. *Also listed as DANC 4.* (4 units)

#### 8. *Introduction to Space Sciences*

An introduction to space exploration and how observations from space have influenced our knowledge of Earth and of the other planets in our solar system. This is synthesized within the context of the field of astrobiology, an interdisciplinary study of the origin of the Universe and the evolution and future of life on Earth. (4 units)

#### 9. *Introduction to Earth Science*

Overview of geology and its significance to man. Earthquakes, volcanism, plate tectonics and continental drift, rocks and minerals, geologic hazards, mineral resources. Emphasis on basic geologic principles and the role of geology in today's world. (4 units)

#### 11. *General Physics I*

Vectors. Newtonian law of motion. Law of gravitation. Work. Kinetic and potential energy. Momentum and impulse. Rotational energy and momentum. Kepler's Laws. Torque. Equilibrium. Elastic deformation of solids. Density and pressure of fluids. Bernoulli's principle. Buoyant forces. Surface tension. *Prerequisites: Basic algebra and trigonometry. The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit.* (4 units) NCX

#### 12. *General Physics II*

Temperature scales. Thermal expansion of solids and liquids. Thermal energy. Heat transfer. Specific heat. Mechanical equivalent of heat. Work and heat. Laws of thermodynamics. Kinetic theory of gases. Ideal gas law. Entropy. Vibration and wave motion. Hooke's law. Electric fields and potential. Ohm's law. Potential difference. Electric potential. Energy stored in capacitors. Electric current. Resistance and resistivity. Electric energy and power. Kirchhoff's Rules. RC circuits. Lab. *Prerequisite: PHYS 11. The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit.* (5 units) NCX

#### 13. *General Physics III*

Magnetism. Magnetic force on a current carrying conductor. Torque on a current loop. Motion of a charged particle in a magnetic field. Ampere's Law. Magnetic field of a solenoid. Induced EMF. Faraday's Law of Induction. Lenz's Law. Self

inductance. RCL series circuit. Power in an AC circuit. Resonance. Transformers. Optics: reflection, refraction, mirrors, and lenses. Total internal reflection. Diffraction. Young's double slit interference. Polarization. Optical Instruments. Relativity. Wave-particle duality. Photoelectric effect. X-rays. Pair production and annihilation. Bohr Atom. Spectra. Uncertainty principle. Quantum numbers. Radioactivity. Nuclear particles and reactions. Lab. *Prerequisite: PHYS 12. The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit.* (5 units) NCX

#### 19. *General Physics for Teachers*

A general physics course designed for future teachers. Topics covered include mechanics, properties of matter, heat, sound, electricity and magnetism, light, atomic and nuclear physics, and astronomy. (4 units)

#### 31. *Physics for Scientists and Engineers I*

Measurement. Vectors. Straight-line kinematics. Kinematics in two dimensions. Laws of inertia, mass conservation, and momentum conservation. Center-of-mass and reference frames. Force. Newtonian mechanics and its applications. Work and kinetic energy. Potential energy and energy conservation. Rotational dynamics. Statics. *Prerequisite: MATH 11. (MATH 11 may be taken concurrently.) The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit.* (4 units) NCX

#### 32. *Physics for Scientists and Engineers II*

Simple harmonic motion. Gravitation. Kepler's Laws. Fluids. Waves, sound. Interference, diffraction, and polarization. Thermodynamics. *Prerequisites: MATH 12 and PHYS 31. (MATH 12 may be*

taken concurrently.) The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit. PHYS 32L (lab) is usually taken concurrently. (4 units) NCX

### 32L. Physics for Scientists and Engineers II Laboratory

Measurement theory. Statistical reduction of data. Computer graphing techniques. Experiments directly related to Newton's Laws and to conservation laws. Experiments in periodic motion. Mechanical equivalent of heat. Use of oscilloscope. Geometrical optics and computer ray tracing. Lab quizzes. *Prerequisite: PHYS 32 (usually taken concurrently).* (1 unit) NCX

### 33. Physics for Scientists and Engineers III

Electrostatics. Gauss's Law. Potential. Capacitance. Electric current. Resistance. Kirchhoff's rules. DC circuits. AC circuits. Magnetic force. Electromagnetic induction. *Prerequisite: PHYS 32. The PHYS 31/32/33 sequence and the PHYS 11/12/13 sequence cannot both be taken for credit. PHYS 33L (lab) is usually taken concurrently.* (4 units) NCX

### 33L. Physics for Scientists and Engineers III Laboratory

Experiments with simple circuits involving capacitors and resistors. Experiments

in magnetism and circuits involving inductors. Lasers. Lab quizzes. *Prerequisite: PHYS 33 (usually taken concurrently).* (1 unit) NCX

### 34. Physics for Scientists and Engineers IV

Special relativity. Historical development of modern physics: black body radiation, photoelectric effect, Compton scattering, X-rays, Bohr atom, DeBroglie wavelength, Heisenberg uncertainty principle. Quantum waves and particles. Schrödinger equation. Nuclear structure and decay. Particle physics. Semiconductors. Includes weekly laboratory. *Prerequisite: PHYS 33.* (5 units) NCX

### 70. Electronic Circuits for Scientists

Linear electric circuits. DC analysis, network theorems, phasor AC analysis. Diode circuits. Physics of p-n junction. Junction diodes, field-effect devices, bipolar junction transistors. Elementary amplifiers. Small-signal device models. Logic gates, digital integrated circuits, Boolean algebra, registers, counters, memories. Operational amplifier circuits. Linear amplifier bias circuits. Includes weekly laboratory. *Prerequisite: PHYS 33.* (5 units)

reference frames. Nonlinear oscillations and classical chaos. A selection of other advanced topics from classical dynamics. *Prerequisite: PHYS 101.* (5 units)

### 111. Electromagnetic Theory I

Electrostatic fields. Laplace's and Poisson's equations. Multipole expansion. Dielectrics. Magnetostatics. Magnetic materials. *Prerequisites: PHYS 33 and PHYS 131.* (5 units)

### 112. Electromagnetic Theory II

Induced electromotive forces. Maxwell's equations. Energy and momentum in electrodynamics. Electromagnetic stress tensor. Electromagnetic waves. Reflection and refraction. Guided waves. Dipole radiation. *Prerequisite: PHYS 111.* (5 units)

### 116. Physics of Solids

Crystal structure. Phonons. Free electron theory of metals. Band theory of solids. Semiconductors. Electrical and thermal transport properties of materials. Magnetism. Superconductivity. Topics from current research literature. Physics 116 is taught as a capstone course. *Prerequisites: PHYS 120, PHYS 121, and senior standing.* (5 units)

### 120. Thermal Physics

Laws of thermodynamics with applications to ideal and non-ideal systems. Elementary kinetic theory of gases. Entropy. Classical and quantum statistical mechanics. Selected topics from magnetism and low-temperature physics. *Prerequisite: PHYS 34. Recommended: PHYS 121, PHYS 131.* (5 units)

### 121. Quantum Mechanics I

The Schrödinger equation. The wavefunction and its interpretation. Bra/ket (Dirac) notation. Integrable quantum mechanical systems. Spin. Identical particles. *Prerequisites: PHYS 34, PHYS 101, and PHYS 131 and either PHYS 102 or PHYS 132.* (5 units)

### 122. Quantum Mechanics II

Time-independent perturbation theory. Variational principles. Semiclassical methods. Time-dependent perturbation theory. Scattering theory. Other advanced topics, such as quantum information and computation. Physics 122 is taught as a capstone course. *Prerequisite: PHYS 121.* (5 units)

### 131. Methods of Mathematical Physics I

Advanced vector analysis. Dirac delta function. Linear algebra. Infinite series. Complex analysis. Computational and numerical methods and techniques. *Prerequisite: MATH 22 or AMTH 106.* (5 units) NCX

### 132. Methods of Mathematical Physics II

Complex analysis. Series solutions of ordinary differential equations. Sturm-Liouville theory of orthogonal functions. Special functions. Fourier series. Partial differential equations. Integral transforms. Computational and numerical methods and techniques. *Prerequisite: PHYS 131.* (5 units) NCX

### 151. Advanced Laboratory

Laboratory-based experiments in the areas of atomic, nuclear, and quantum physics. Emphasis on in-depth understanding of underlying physics, laboratory techniques, data analysis, and dissemination of results. Design and implementation of independent table-top project. Introduction to LabVIEW.<sup>™</sup> Written and oral presentations. *Prerequisite: Senior standing.* (6 units)

### 195. Senior Seminar

Advanced topics in selected areas of physics. *Enrollment by permission of instructor.* (2 units)

### 198. Undergraduate Physics Research

Departmental work under close professorial direction on research in progress. *Permission of the professor directing the research must be secured before registering for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.0 or higher grade point average.* (1-5 units)

## UPPER-DIVISION COURSES

### 101. Analytical Mechanics I

Single particle classical (Newtonian) dynamics. Linear oscillations. Calculus of variations. Lagrangian and Hamiltonian approaches to classical dynamics. *Prerequisites: PHYS 131 and MATH 22 or AMTH 106.* (5 units)

### 102. Analytical Mechanics II

Newton's theory of gravitation. Central force motion. Dynamics of a system of particles. Scattering theory. Non-inertial

**199. Directed Reading in Physics**

Detailed investigation of some area or topic in physics not covered in the regular courses; supervised by a faculty mem-

ber. *Permission of the professor directing the study must be secured before registering for this course. Restricted to students with a 3.0 or higher grade point average.* (1-5 units)

### DEPARTMENT OF POLITICAL SCIENCE

*Professors:* Jane L. Curry, Janet A. Flammang (*Department Chair*), Dennis R. Gordon, Eric O. Hanson (*Patrick A. Donohoe, S.J., Professor*), Timothy J. Lukes, William J. Stover

*Associate Professors:* Gregory P. Corning, James S. Lai, Ross A. Miller, Peter I. Minowitz, Terri L. Peretti

*Assistant Professors:* Elsa Y. Chen, James B. Cottrill

The Department of Political Science offers a degree program leading to the Bachelor of Arts in Political Science. The department introduces students to the analysis of political behavior, values, institutions, and governments. It also offers preparation for various graduate and professional studies and for careers in public service.

The Department of Political Science makes available to qualifying students opportunities to participate in a variety of programs that combine practical field experience and academic credit. On the international level, the department encourages student participation in the numerous University-operated and approved study abroad programs, especially those with internships. On the national level, Santa Clara is a member school of American University's Washington, D.C., program, in which students receive credit for internships and intensive seminars at the nation's capital. On the local level, the department regularly assists students in arranging academic credit for internships in local politics. Students may work for government agencies, legislative or judicial bodies, political parties, or politically related groups. The department regularly offers courses that combine local internships with classroom work.

The political science honors program enhances the regular major by providing a more specialized course of study to prepare highly qualified students for graduate study. All majors who are not seniors and who have completed at least two of the lower-division sequence of courses (1, 2, 25, 30) with a grade point average of 3.0 or better are eligible to apply. A maximum of 15 students per year are admitted. Admission is determined on the basis of coursework, recommendations, and a personal interview with the faculty director. Honors students are expected to participate in various department-sponsored events, and a representative from the program has full voting status in the deliberations of the department faculty. Participants in the program must complete a senior thesis, fulfill one of three supplemental curriculum requirements (a minor or a second major, Economics 1 and 2, language 21 and 22), and take a highly active role in department affairs.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in political science must complete the following departmental requirements:

- Two Core Curriculum mathematics requirements from MATH 6 and 7, MATH 6 and 8, MATH 6 and 11, MATH 8 and 11, MATH 11 and 12, or MATH 30 and 31
- POLI 1, 2, 25, 30
- Seven upper-division courses in political science, including one lecture course from each of five areas: United States politics, comparative politics, international relations, political philosophy, and applied quantitative methods; a sixth upper-division course from any of these sub-fields; and a seventh upper-division course consisting of a political science seminar taken during the senior year

Political science majors may select a pre-law or public sector emphasis, which will be noted on the student's transcript with the approval of the department chair. Recommended courses for completing the two emphasis options are available from the department chair.

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in political science:

- Any three lower-division political science courses
- Three approved upper-division courses
- One additional approved upper-or lower-division course

### LOWER-DIVISION COURSES

#### 1. *Introduction to U.S. Politics*

Critical analysis of U.S. political values, institutions, and processes. America's political tradition, the Constitution, the presidency, Congress, the bureaucracy, Supreme Court, elections, political parties, interest groups, mass media, political opinion and participation, domestic policies, and foreign policy. (4 units)

#### 2. *Introduction to Comparative Politics*

Government and politics in several modern states. Emphasis on the development of analytical abilities and critical skills in the evaluation of political culture, processes, and institutions. (4 units)

#### 25. *Introduction to International Relations*

Conceptual models used to analyze international relations, contemporary problems of world politics, and the methods states use to provide peace and security. (4 units)

#### 30. *Introduction to Political Philosophy*

An exploration of some of the principal themes and questions of political philosophy through the writings of authors such as Plato, Machiavelli, Marx, and Mill. Prominent themes include theory and practice, individual liberty, morality and politics, freedom, obligation, and justice. (4 units)

**45. Criminal Justice System**

Basic understanding of the U.S. criminal justice system: police, courts, probation, imprisonment, parole, relations with other governmental agencies. Goals, successes, and failures of the system, and possible remedies. (4 units)

**50. World Geography**

Provides an understanding of world geography through an appreciation of

contemporary global problems. Problems include the environmental crisis, international relations, demographic trends, and economic development. Special emphasis on world hunger and the roots of Third World poverty. (4 units)

*Note: Upper-division courses in each area below have required prerequisites as noted in each section. In special cases, the instructor of a particular course may make an exception to the requirements.*

**UPPER-DIVISION COURSES: POLITICAL PHILOSOPHY**

*Note: POLI 30 is a required prerequisite for upper-division political philosophy courses.*

**100. Special Topics in Political Philosophy**

Selected topics in political philosophy. (5 units)

**107. American Political Thought**

Selected topics and themes in the history of American political thought. (5 units)

**111. History of Political Philosophy I: Greek and Christian**

Development of Western political thought from its Greek origins in the

work of Plato and Aristotle through the work of Aquinas. (5 units)

**112. History of Political Philosophy II: Liberalism and Its Roots**

Western political thought from Machiavelli through the origins of liberalism in the writings of Hobbes, Locke, and Rousseau. (5 units)

**113. History of Political Philosophy III: Post-Liberal Theories**

Writers and themes in 19th- and 20th-century political thought including Marx, Nietzsche, Freud, and Lenin. (5 units)

**UPPER-DIVISION COURSES: INTERNATIONAL RELATIONS**

*Note: POLI 25 is a required prerequisite for upper-division international relations courses.*

**118. The Cold War**

Case study of the critical conflict of the 20th century, to understand the interaction of foreign and domestic politics, the development of current international politics, and the ways in which political ideology and conflict influence people and nations. (5 units)

**119. The European Union**

Evolution of European political, social, and economic integration in the post-war period. Emphasis on the institutions and politics of the European Union since the Maastricht treaty, and current issues of European integration, such as the addition of new members, monetary union, and internal democratization. (5 units)

**120. Mass Media, Information Technology, and International Politics**

Use of computer-based simulations and multimedia sources to understand international negotiation and foreign policy decision making. (5 units)

**121. International Political Economy**

An introduction to the politics and institutions of the world economy. Topics include: competing theories of IPE; regionalism and globalization; the international trading and financial systems; multinational corporations; development and debt. (5 units)

**122. East Asian International Relations**

An overview of the political, economic and security dimensions of international relations in Northeast Asia with a focus on the foreign policies of China, Japan, and the United States. *Prerequisites: POLI 2 or 25.* (5 units)

**124. Law, Security, and Force**

An examination of traditional international legal principles involving the use of force in self-defense with case studies to understand how the justification of armed conflict is changing. Discussion of

the international community's adjustment to the evolving nature of sovereignty, increasing globalization, and national defense. (5 units)

**125. International Law**

Sources, nature, and function of international law in world politics. Special attention to the subjects of international law, international transactions, and the rules of war. Viewpoints presented from Western and non-Western perspectives. (5 units)

**126. International Organization**

International organization in world affairs. Political, economic, and social role of the United Nations, regional organizations, specialized agencies, and non-state transnational actors. (5 units)

**127. Special Topics in International Relations**

Selected topics in international relations. (5 units)

**128. U.S. Foreign Policy**

Aims, formulation, and implementation of U.S. foreign policy since World War II, focusing on diplomacy, war, security, and trade. (5 units)

**UPPER-DIVISION COURSES: COMPARATIVE POLITICS**

*Note: POLI 2 is a required prerequisite for upper-division comparative politics courses.*

**131. The Military and Politics**

Case study of wars in Vietnam to understand civil-military relations, the causes of military intervention, legitimacy-building efforts, and withdrawal from politics. (5 units)

**133. Political Parties, Elections and Policy**

An examination of how parties and elections mobilize people, what determines

election victories, and how parties and elections affect state and national government policies. A focus on American politics in contrast to the processes in democracies in Western and Eastern Europe. Students will be engaged in an on-campus simulation of an election. (5 units)

**134. Race and Ethnicity in the Politics of Developed States**

An examination of the role of and attempts to deal with racial/ethnic identity and conflict in the politics of the United States, South Africa, the former Soviet

Union, Yugoslavia, and Western Europe. (5 units)

**136. *Politics in Central America and the Caribbean***

Political cultures, processes, and institutions of selected Central American and Caribbean states. Governmental organization, dependency, development, and political violence.

**136A. *The Political Structures and Processes in El Salvador and Central America***

Examines the governmental institutions and political processes in Central America. Topics include forms of government, the role of political parties, electoral systems, and local government. Offered through the Casa de la Solidaridad in El Salvador. Taught in Spanish. (5 units)

**137. *Politics in Latin America***

An overview of politics in selected Latin American countries. Case studies will focus on historical legacy, citizen participation, political party systems, democratic governance, and economic development. (5 units)

**138. *Politics in Mexico and Brazil***

A comparison of politics in these two countries will provide the context to examine the impact of authoritarian legacies, the institutionalization of democratic processes, the role of civil society, and the process of state reform. (5 units)

**139. *Religion and Politics in the Developing World***

A comparison of the relationships between religion and politics in Asia, Latin America, and the Middle East. Emphasis on the current political influence of traditional organization and belief. (5 units)

**140. *Politics in Less-Developed Countries***

Multidisciplinary study of the problems

and politics of political development in Latin America, Africa, and/or Asia. Case studies of communist and capitalist approaches to political development. Impact of international politics on internal development. (5 units)

**142. *Politics in the Middle East***

Designed to give students an understanding of the complexities of Middle East politics, the importance of the region to the world, and the role history and religion have played in the political and social development of the various countries in the region. (5 units)

**143. *Democracy and Democracy Building***

Designed to give students an understanding of theories of democracy and how democracies are built out of military defeat (Germany and Iraq) and internal change either by leaders relinquishing power or popular uprising. Course includes reports of participants about decision making in democratizing processes. (5 units)

**144. *European Politics***

An examination of European politics in the post-war era through political parties and institutions. Evaluation of current challenges facing European governments such as immigration, changing welfare states, regional diversity and an expanding EU using national comparisons. (5 units)

**145. *Politics of Former Communist States***

An examination of transitions of the diverse states of the former Soviet Union and East Europe, with a focus on differences in transitions, progress toward democracy, and the impact on people's attitudes and lives. Students will work with their peers from these countries. (5 units)

**146. *Politics of African Development***

Examines why Africa is the poorest region of the world, focusing on legacies of colonialism, failed political systems, poor economic choices, and external interventions. Discussion of how some states have collapsed into warlordism, civil war, and genocide and how others are creating democratic movements to reverse a history of economic decline. (5 units)

**147. *Politics in Japan***

An overview of politics and political economy in modern Japan. Emphasis on the role of history and culture in shaping the postwar party system and bureaucratic power; one-party dominance and

corruption under the 1955 System; the progress of political reform since 1993; and the rise and fall of the Japanese economic miracle. (5 units)

**148. *Politics in China***

Origins of revolution in modern China, the politics of social and economic modernization in China since 1949, the problems of bureaucratization, political participation, and the succession to Deng Xiaoping. (5 units)

**149. *Special Topics in Comparative Politics***

Selected topics in comparative politics. (5 units)

**UPPER-DIVISION COURSES: UNITED STATES POLITICS**

*Note: POLI 1 is a required prerequisite for upper-division U.S. politics courses.*

**150. *The Presidency***

Analysis of the presidency as it has evolved throughout U.S. history. Comparison of presidential powers with those of Congress, the courts, the bureaucracy, the press, political parties, and the public. (5 units)

**151. *The Congress***

History, structure, and policies of Congress. Congressional elections and theories of representation, the committee system and congressional norms, lobbying, congressional ethics and reforms, and the power of Congress relative to the president and the bureaucracy. (5 units)

**152. *Political Participation***

An examination of who participates in U.S. politics and the various forms of political participation. Elections, political parties, interest groups, community organizing, and political protest. (5 units)

**153. *Minority Politics in the United States***

Survey course with a focus on the historical and contemporary struggles of minority groups in the United States. The minority groups analyzed comparatively within a political and institutional context are African Americans, Latinos, Asian Americans, Native Americans, minority women, gays, and the physically disabled. Various issues include theories of race, ethnicity, gender, and class to understand how these variables serve as a basis for identification and political mobilization in American politics. (5 units)

**154. *Women and Politics***

A consideration of the various ways women have changed "politics as usual." Examination of the status of women today, varieties of feminist thought, women as voters and as an interest group, women in public office, and public policy issues. (5 units)

**156. *Politics and Mass Media***

An examination of the politics of the mass media, interactions between politicians

and the media, the effects of mass media on political life and public opinion, concerns of racial and ethnic minorities, and the ethics of media work. (5 units)

**160. *The Constitution and Equality***

Constitutional law doctrines and decisions regarding the 14th Amendment's guarantee of equal protection. Topics include race discrimination (particularly school desegregation and affirmative action), sex discrimination, discrimination against the poor, and discrimination based on sexual orientation. (5 units)

**161. *Law and Politics in the United States***

Examination of the U.S. legal system. Topics include legal culture, the adversary system and its alternatives, system participants (litigants, lawyers, and judges), judicial selection, and legal versus political influences on judicial decision making. Special attention to the question of the capacity of courts to serve as agents of social change. (5 units)

**162. *Urban Politics***

Examination of political processes in the U.S. city. Special attention to the structures and institutions of urban political power and the changing forms of political action. Discussion of the historical development of urban social life, political cultures, racial/ethnic and class communities, political economy, and urban planning. (5 units)

**163. *State and Local Politics***

A consideration of the politics and processes of state and local governments, with particular attention given to California state, county, and municipal politics. Topics include federalism, executives, legislatures, courts, interest groups, parties, elections, financing, and

issues such as education, welfare, criminal justice, transportation, housing, and urban growth. (5 units)

**165. *Public Administration***

Administration of public policies in terms of broad questions of democratic theory. Organizational theory, public employees, budget making, policy evaluation, and public finance. (5 units)

**166. *California Politics***

An examination of the structures and processes of California politics: the state's constitution, legislature, governor, courts and executive agencies. Special attention to democratic dilemmas of citizen participation (elections, ballot initiatives), legislative gridlock (redistricting, budget), and crucial policies (education, health and welfare, immigration, criminal justice, energy and environment). (5 units)

**167. *Making Public Policy***

An examination of the nature of U.S. public policy and policy analysis through the use of texts and case studies. Stages of policy development (how an idea becomes a policy, agenda-setting, implementation, analysis, and evaluation). Ethical issues in public policy. (5 units)

**168. *Special Topics in Public Policy***

Substantive in-depth study of selected issues in U. S. public policy, such as health care, criminal justice, housing, and homelessness. Emphasis on the intersection of policy areas. Arrupe placement required. (5 units)

**169. *Special Topics in U.S. Politics***

Selected topics in U.S. politics. (5 units)

**UPPER-DIVISION COURSES: APPLIED QUANTITATIVE METHODS**

*Note: POLI 1, 2, and 25 are required prerequisites for upper-division applied quantitative methods courses.*

**170. *Research Methods in Political Science***

An introduction to some of the competing theories, paradigms, and methods used to analyze politics. After a general discussion of the philosophy of science—especially the debate about whether a “science” of politics is possible—students examine various approaches to the study of politics, including case studies, historical analysis, formal theories, and statistical models. (5 units)

**172. *Research Methods in International Relations***

An introduction to the development and application of statistical models of international relations. After a review of substantive issues in the field, students examine the research designs used to

evaluate theories of international conflict and cooperation. (5 units)

**173. *Research Methods in Comparative Politics***

An introduction to the literature of comparative politics that is primarily, but not exclusively, based upon empirical data. After a review of some important ideas about research designs, data generation, and data analysis, students learn how to develop and apply statistical models. (5 units)

**174. *Research Methods in American Political Behavior***

An exploration of the U.S. electorate, with special attention to analyzing factors that prompt individuals to vote in particular ways. Techniques of quantitative political analysis, including the computerized manipulation of survey research data. (5 units)

**UPPER-DIVISION COURSES: SENIOR COURSEWORK**

*Note: For senior coursework, at least one upper-division lecture course from the corresponding area is required.*

**180. *Honors Research Projects***

Independent research and writing on a selected topic or problem. Limited to members of the Political Science Honors Program. (5 units)

**183. *Seminar in Comparative Politics***

Selected topics in comparative politics in various states and regions. (5 units)

**184. *Seminar in Women and Politics***

Selected topics in women and politics. (5 units)

**185. *Seminar in U.S. Politics***

Selected topics in U.S. politics. (5 units)

**190. *Seminar in Research Methods***

Plan and conduct political science research on selected topics, such as political communication and socialization. (5 units)

**191. *Seminar in Political Philosophy***

An examination of Frank Herbert's *Dune* series and other science fiction classics, focusing on politics, war, religion, jihad, multiculturalism, and ecology. (5 units)

**193. *Seminar in Political Philosophy***

Selected topics in political philosophy. (5 units)

**196. *Seminar in International Relations***

Selected aspects of international political behavior. (5 units)

### LOWER-DIVISION COURSES: PUBLIC SECTOR STUDIES

#### 45. *Criminal Justice System*

Basic understanding of the U.S. criminal justice system: police, courts, probation, imprisonment, parole, relations with

other governmental agencies. Goals, successes, and failures of the system, and possible remedies. (5 units)

### UPPER-DIVISION COURSES: PUBLIC SECTOR STUDIES

#### 164. *Studies in Public Policy*

Selected topics and problems in public policy viewed from a “political insider’s” perspective. Taught by a political practitioner. (2 units)

parties, interest groups, public or government affairs departments of corporations, or nonprofit organizations, integrated with classroom analyses of professions in public sector, frequent guest speakers, and research project. *Open to qualified juniors and seniors with permission of the instructor.* (variable units)

#### 167. *Making Public Policy*

An examination of the nature of U.S. public policy and policy analysis through the use of texts and case studies. Stages of policy development (how an idea becomes a policy, agenda-setting, implementation, analysis, and evaluation). Ethical issues in public policy. (5 units)

#### 197B. *Public Sector Study and Internship*

Directed internship in local government agencies, legislative bodies, political parties, interest groups, public or government affairs departments of corporations, or nonprofit organizations, integrated with classroom analyses of professions in public sector, frequent guest speakers, and research project. *Open to qualified juniors and seniors with permission of the instructor.* (variable units)

#### 168. *Special Topics in Public Policy*

Substantive in-depth study of selected issues in U. S. public policy, such as health care, criminal justice, housing, and homelessness. Emphasis on the intersection of policy areas. Arrupe placement required. (5 units)

#### 198. *Public Service Internships*

Directed internship in government agencies, legislative bodies, political parties, or interest groups, public or government affairs departments of corporations, or nonprofit organizations. *Open to qualified juniors or seniors with permission of the instructor.* (variable units)

#### 181. *Silicon Valley Politics*

Focus is on the politics of the Silicon Valley region within the context of California state politics. The major case studies address the challenges facing local governments, particularly in the areas of housing, environment, technology, and transportation policies. (2 units)

#### 197A. *Public Sector Study and Internship*

Directed internship in local government agencies, legislative bodies, political

### UPPER-DIVISION COURSES: SPECIAL COURSES

#### 199. *Directed Reading*

Independent study. Intensive work in areas not fully covered in upper-division courses.

Written outline of the proposed course, with required form and all necessary signatures, must be submitted at least one week prior to registration. (1–5 units)

### DEPARTMENT OF PSYCHOLOGY

*Professors Emeriti:* Roland C. Lowe, Marvin L. Schroth

*Professors:* Jerry M. Burger, Lucia Albino Gilbert, Robert Numan, Thomas G. Plante, Timothy C. Urdan (*Department Chair*), Eleanor W. Willemssen

*Associate Professors:* Tracey L. Kahan, Gerdenio M. Manuel, S.J., Patricia M. Simone, Kieran T. Sullivan

*Assistant Professors:* Matthew C. Bell, Amara T. Brook, Brett Johnson Solomon

The Department of Psychology offers a degree program leading to the Bachelor of Science in Psychology. Psychology is the study of behavior, emotion, and thought using techniques modeled on the scientific method. At the undergraduate level, the study of psychology is part of a liberal education. A major in psychology lays the groundwork for various advanced studies, including the pursuit of graduate degrees needed for the professional practice of psychology.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in psychology must complete the following departmental requirements:

- PSYC 1, 2, 40, 43
- MATH 6 and 7 or MATH 11 and 12
- One course from PSYC 165, 166, 167
- One course from PSYC 172, 185, 196
- One course from PSYC 115, 117, 157
- One course from PSYC 150, 160
- One course from PSYC 120, 130, 131
- One course from PSYC 118, 144, 168, 170, 195
- Two additional approved upper-division psychology courses



**Emphasis in Psychobiology**

In addition to the Bachelor of Science and departmental requirements, students who wish to study neuroscience may elect the psychobiology concentration, which requires completing the following courses in addition to requirements for the major:

- MATH 11, 12
- CHEM 11, 12, 13, 31, 32
- BIOL 21, 22, 23, 24, 25

**Emphasis in Gerontology**

In addition to the Bachelor of Science and departmental requirements, students who wish to study the process of aging should inquire about the gerontology certificate program.

**LOWER-DIVISION COURSES****1. General Psychology I**

The scientific study of behavior. Topics include the physiological basis of behavior, sensation and perception, conditioning and learning, memory, motivation, and emotion. Other topics may include language, problem solving, sleep and dreaming, and consciousness. (4 units)

**2. General Psychology II**

The scientific study of behavior. Topics include human development, personality, abnormal psychology, clinical intervention, and social psychology. Other topics may include psychological assessment, cross-cultural psychology, and psychological adjustment. (4 units)

**1H. Honors Colloquium**

Restricted to students in the University Honors Program. The honors version of PSYC 1. (4 units)

**2H. Honors Colloquium**

Restricted to students in the University Honors Program. The honors version of PSYC 2. (4 units)

**40. Statistical Data Analysis**

An introduction to statistical methods used in psychological research. *Prerequisite: Declared psychology major and MATH 6 or 11.* (4 units)

**43. Research Methods in Psychology**

Investigation of methods of psychological research and issues involved in the collection of data. Exercises require designing research projects, collecting data, and writing professional reports. *Prerequisites: PSYC 1 or 2 and 40.* (4 units)

**65. Foundations of Behavioral Neuroscience**

A basic introduction to brain structure and function. The course has standard lecture hours, but integrates hands-on laboratory experiential exercises during the class sessions. (4 units)

**UPPER-DIVISION COURSES**

*Note: Prerequisites for all upper-division courses, in addition to those listed for specific courses, are 1 and 2, 40, and 43, or permission of instructor. Nonmajors are encouraged to seek permission of instructor.*

**102. Writing in Psychology**

Development of writing, reading, critical thinking, and literature search skills within traditional formats for communicating scholarship in psychology. Covers the use of APA style for experimental reports and literature reviews. In addition to developing communication skills, assignments emphasize how to interpret experimental findings and evaluate support for hypotheses. Other assignments will require students to synthesize findings from several published studies and draw conclusions about a body of research. *Prerequisites: ENGL 1 and ENGL 2, PSYC 1, 2, 40, and 43.* (5 units)

**105. Statistics and Experimental Design II**

Advanced topics in theory and methods of statistical analysis and experimental design. Complex analysis of variance and multiple correlation and regression are typically covered. *Prerequisite: Permission of the instructor is mandatory.* (5 units)

**112. Motivation and Emotion**

Scientific study of the various motivational emotional processes of people and higher animals. Biological drives, psychological survival needs, altered states of consciousness, social motives, and theories of emotion. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**114. Ethics in Psychology**

The role of ethical behavior and decision making in the field of psychology and related behavioral, medical, and social sciences. Topics include approaches to moral issues and related to competence;

integrity; professional, scientific, and social responsibility; respect for others' rights and dignity; and concern for others' welfare. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**115. Abnormal Psychology**

The study of psychology and human behavior in understanding the etiology, nature, development, and treatment of mental disorders. Topics include models of abnormal behavior, research, diagnosis, assessment, and treatment of emotional and behavioral disorders, such as affective disorders, personality disorders, sexual disorders, substance abuse disorders, and childhood disorders. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**116. Psychosomatic Medicine**

Psychosomatic medicine involves the role of psychological functioning and human behavior in the development and maintenance of illnesses and medical problems. Topics include the history and perspectives of psychosomatic medicine, as well as a wide variety of psychosomatic disorders, such as eating, panic, irritable bowel, ulcer, conversion, trichotillomania, somatoform, Munchausen's syndrome, and others. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**117. Health Psychology**

Health psychology involves the discipline and principles of psychology and human behavior in understanding how the mind and body interact in health and disease. Topics include health promotion and primary prevention of illness, health enhancing and health damaging behaviors, psychosomatic illness, stress and coping, pain management, and a variety of specific behavior-related medical illnesses (e.g., heart disease, eating disorders, cancer, and AIDS). *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**118. Advanced Topics in Clinical/Abnormal Psychology**

The discipline and principles of clinical psychology in understanding the etiology, nature, development, and treatment of behavioral, emotional, and relational problems. Topics include the history of clinical psychology, theoretical models, assessment and intervention approaches, specialization, ethics, and current trends. Meets Capstone requirement. *Prerequisite: PSYC 115. Restricted to senior psychology majors only.* (5 units)

**119. Psychology of Death, Dying, and Loss**

An introduction to theory, research, and practice on the psychology of death and dying. Students explore the implications of death, dying, and loss in their lives. Topics include death in today's health care system, the psychology of grieving and coping with loss, life-threatening illness, caregiving, as well as social, cultural, and ethical issues related to death in contemporary society. *Prerequisites: PSYC 1, 2, 40, 43 or permission from instructor.* (5 units)

**120. Perception**

A theoretical and empirical investigation of human perceptual processes, with an emphasis on visual perception. Topics include psychophysiology of vision; perceiving visual space (shape, contrast, orientation, distance, depth, motion); color perception; perceptual illusions; imagining vs. perceiving; effects of knowledge on perception; perception in "novel" environments. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**130. Psychology of Learning**

The scientific investigation of learning and behavior. Both experimental and theoretical developments are considered, as well as the application of the principles of learning. Topics include Pavlovian and operant conditioning, stimulus

control, schedules of reinforcement, choice, and punishment. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**131. Cognitive Psychology**

A theoretical, empirical, and experiential investigation of human information processing. Topics include the history of the discipline and the following research areas: pattern perception, attention, working memory, long-term memory, memory distortions, imagery, language processes, and problem solving. Emphasis on contemporary theory and research, including recent developments in neurocognition. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**134. Psychology of Education**

*Also listed as LBST 134.* For course description, see LBST 134. (5 units)

**135. Psychology of Sleep and Dreaming**

A theoretical, empirical, and experiential exploration of sleep, sleep disorders, and dreaming. Emphasis on physiological, cognitive, neurocognitive, and functional approaches. Topics include: psychophysiology of sleep and dreaming; the purported functions of sleep and dreaming; personal and public health consequences of sleep disorders, sleep deprivation, and sleep debt; continuity in mental processes across the sleep/wake cycle; memory for dreams; approaches to working with dreams; consciousness and dreaming, including lucid dreaming. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**144. Psychological Assessment**

Principles and issues related to testing and measurement in psychology. Topics include test construction, reliability, validity, and the professional and ethical use of psychological tests and test scores. Meets Capstone requirement. *Prerequisites: PSYC 1, 2, 40, and 43. Restricted to senior psychology majors only.* (5 units)

**150. Social Psychology**

The scientific investigation of social behavior. Topics include communication, attraction, person perception, attitude change, aggression, altruism, and group behavior. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**153. Psychology of Close Relationships**

The scientific investigation of close relationships, drawing from clinical psychology and social psychology. Topics include research methodologies for studying close relationships; theories of attraction, love and marriage; the developmental process of relationships; and interventions for distressed relationships. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**154. Psychology of Women**

An introduction to psychological concepts and theories as they apply to women. Discussion of thinking and behavior as they apply to women. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**155. Psychology and Law**

Explores relevance for law of psychological principles and findings, as well as laws pertaining to practice. Topics include eyewitness testimony, legal insanity, jury dynamics, expert testimony, and family law issues. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**157. Industrial/Organizational Psychology**

An introduction to the broad field of Industrial/Organizational (I/O) Psychology, which includes science and practice related to personnel selection and placement, training and development; organizational development; occupational health and safety; work motivation; and various other areas concerned with human behavior in organizational contexts. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**158. Conservation Psychology**

Many environmental problems (e.g., global warming, pollution, biodiversity loss, and resource depletion), are caused by human behavior, and changing this behavior is necessary in order to solve them. Topics include psychological reasons (emotions, thoughts, values, motivations, social context) why people behave in environmentally sustainable or unsustainable ways, and how psychology can be used to develop policies and other interventions to help promote sustainable behavior. *Also listed as ENVS 158. Prerequisites: PSYC 1, 2, 40, 43.* (5 units)

**159. Religion in the Theories of Freud and Jung**

*Also listed as RSOC 180.* For course description see RSOC 180. (5 units)

**160. Personality**

The study of individual differences and personality processes. Discussion of major theories of personality. Presentation of current research topics in personality and methods for assessing individual differences and other personality constructs. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**162. Cross-Cultural Psychology**

Study of psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies. Also examines issues that arise in cross-cultural encounters. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

**165. Physiological Psychology**

Emphasis on the neuroanatomical, neurochemical, and neurophysiological correlates of motivation, emotion, learning, and memory. Neural regulation of

sleep and arousal, mechanisms of drug action, and neuropathology are also reviewed. (5 units)

### **166. Human Neuropsychology**

Study of human brain function from an experimental perspective. Addresses questions such as: What are the brain mechanisms that lie at the basis of perception and memory, of speech and thought, of movement and action? What happens to these processes when individual parts of the brain are destroyed by disease? *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

### **167. Psychopharmacology**

Examination of the effects of various drugs, such as nicotine and alcohol, and abnormal neurochemical states, such as schizophrenia and depression, on mental functioning and behavior. Topics include the effects of various drugs on the brain and the biochemical basis of human neurosis and psychosis. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

### **168. Advanced Topics in Neuroscience**

An integration from various subdisciplines in psychology with an emphasis on the brain and behavior. Topics include neural development from fetus to early childhood, neural basis of psychopathologies (e.g., schizophrenia and depression), cognitive functions (memory, attention, and learning), and personality and related disorders. Meets Capstone requirement. *Prerequisites: Two upper-division psychology courses and is restricted to senior psychology majors only.* (5 units)

### **170. History and Systems of Psychology**

Origin and development of modern psychological approaches. Psychoanalysis, behaviorism, Gestalt, humanism, and

existentialism. Emphasis on conceptual issues. Focuses on selected topics viewed from the multiple conceptual frameworks and sub-disciplinary perspectives that characterize psychology's history. Meets Capstone requirement. *Prerequisites: PSYC 1, 2, 40, and 43; restricted to senior psychology majors only.* (5 units)

### **172. Adolescent Development**

A focus on development during the second decade of life, from puberty through early adulthood. Topics include physical, intellectual, and social development; identity; sexuality; changing social contexts; and life transitions. *Prerequisite: PSYC 1 or 2.* (5 units)

### **175. Humanistic Psychology**

Historical and conceptual roots of humanism. Implication of the "third force" for therapy, community living, education, and research. Special attention to humanistic psychotherapies and the application of humanistic principles to education. Three hours per week of community volunteer work required. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

### **185. Developmental Psychology I**

First course in a sequence of courses that explores the development of individuals during the life cycle. Topics for the sequence include: (1) principles and theories of development; (2) perceptual, cognitive, social, and personality development; (3) family, school, and other societal influences on development; and (4) applied issues in child rearing, education, and other socialization practices. Students have an opportunity to clarify their own values about having and raising children and about the responsibilities of society in general to children. *Prerequisites: PSYC 1 or 2.* (5 units)

### **186. Developmental Psychology II**

Building on concepts from PSYC 185, a more in-depth examination of topics in child development. Special emphasis on relation between theory and practice. *Prerequisite: PSYC 185.* (5 units)

### **188. Adult Development**

Young adulthood through middle age. Stages and transitions in adult life, the concept of life crisis, and the interplay of situations and personality. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

### **189. African American Psychology and Identity Development**

This course provides an overview of African American psychology. It does so by examining the multi-dimensional nature of identity development of African Americans and the ways in which racism and class impact identity formation. This course approaches psychological development from an African American perspective and reviews current issues in contemporary African American psychology. The course also examines research methodologies and historical trends that have impacted the way we understand the world in general and African Americans specifically. *Prerequisites: PSYC 1 or 2.* (5 units)

### **195. Research Practicum**

Advanced methodological issues taught primarily through direct involvement in an experimental research project. Activities include reviewing the literature, formulating a research question, developing a design and procedure, collecting and analyzing data, and writing a professional research report. Meets Capstone requirement. *Prerequisites: Two upper-division psychology courses; restricted to senior psychology majors only.* (5 units)

### **196. Psychology of Aging**

Development in later life. Topics include: (1) theories of aging and development; (2) cognition, perceptual, and social changes in aging; (3) mental health issues in the elderly; and (4) abnormal aging, such as Alzheimer's disease. *Prerequisites: PSYC 1, 2, 40, and 43.* (5 units)

### **198. Internship/Practicum**

Clinical experience in community agencies. Selected readings. *Open to upper-division students with an average GPA of 3.0 or higher who have received permission of a faculty sponsor.* (2–5 units)

### **199. Directed Reading/Directed Research**

Independent projects undertaken by upper-division students with a faculty sponsor. To receive course credit, the student must submit a formal written proposal and have it approved by the sponsoring faculty member and the department chair. The proposal must be submitted before the end of the previous quarter and must meet University requirements for independent study credit. (1–5 units)

### **199C. Directed Reading/ Directed Research**

Capstone independent projects undertaken by upper-division students with a faculty sponsor. To receive course credit, the student must submit a formal written proposal and have it approved by the sponsoring faculty member and the department chair. The proposal must be submitted before the end of the previous quarter and must meet University requirements for independent study credit and requirements for a psychology capstone course. (5 units)

## DEPARTMENT OF RELIGIOUS STUDIES

*Professors Emeriti:* Catherine M. Bell, Joseph A. Grassi, Anne Marie Mongoven, O.P.

*Professors:* Michael J. Buckley, S.J. (*Augustine Cardinal Bea, S.J. University Professor*), Denise L. Carmody (*Jesuit Community Professor*), Paul G. Crowley, S.J. (*Department Chair*), Diane E. Jonte-Pace, Gary A. Macy (*John Nobili, S.J. Professor*), Frederick J. Parrella, John David Pleins

*Associate Professors:* Cynthia M. Baker, Paul J. Fitzgerald, S.J., Teresia Hinga, Catherine M. Murphy, David J. Pinault, Ana Maria Pineda, R.S.M., James W. Reites, S.J., Philip Boo Riley, Francis R. Smith, S.J.

*Assistant Professors:* Thomas M. Beaudoin, James B. Bennett, Robert J. Brancatelli, Michael T. Castori, S.J., David B. Gray, Michael C. McCarthy, S.J.

*Senior Lecturers:* Margaret R. McLean, Salvatore A. Tassone, S.J., Tennant C. Wright, S.J.

The Department of Religious Studies offers a degree program leading to the Bachelor of Arts in Religious Studies. The department offers courses as part of the University Core Curriculum as well as a minor program for those who wish to concentrate in the study of religion and theology. The aim of the program is to foster an engaged, critical, and integrated understanding of religion in the University's tradition of Jesuit liberal education. Because of the University's commitment to examine diverse religious traditions, the Department of Religious Studies offers a wide breadth of courses. Because of the University's commitment to the Catholic tradition, the department also offers a special opportunity for students to examine Catholicism in depth in an academic context.

The department offers courses in three areas: scripture and tradition; theology, ethics, and spirituality; and religions and society. Students can take their Core Curriculum courses in any area they wish, but the three courses must be in proper sequence: introductory (course numbers 1–19); intermediate (course numbers 20–99); and advanced (course numbers 100–199). The advanced course must be taken after completing 88 quarter units. Transfer students entering with 44 or more units are exempt from the three-course sequence, but are required to take two courses at any level.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in religious studies must complete the following departmental requirements:

- Four lower-division courses, one from each of three areas (scripture and tradition; theology, ethics, and spirituality; and religion and society) and an additional course from any area
- Eight approved upper-division courses after reaching junior status, including four designated religious studies seminars, with one in each of the three areas and an additional one in any area
- Senior portfolio: a critical compendium of the seminar papers submitted to the faculty for evaluation

## REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in religious studies:

- One introductory-level religious studies course (1–19)
- Two intermediate-level courses (20–99)
- Four approved advanced-level courses (100–199), one of which must be a religious studies seminar. Of the seven courses, at least one must be in each of the following areas: scripture and tradition; theology, ethics, and spirituality; and religion and society

### LOWER-DIVISION COURSES: SCRIPTURE AND TRADITION (SCTR)

#### 11. *Origins of Western Religion*

An introduction to the study of religion through an inquiry into the origins of Western religion. Surveys the principal themes and issues of the formative period of the Judeo-Christian tradition and its historical development to the fifth century. (4 units)

#### 19. *Religions of the Book*

Examines the history and religious traditions of the Hebrew Bible, giving attention to geography, politics, and belief systems of Judaism, Christianity, and Islam, and their development in history. Focuses on developing appropriate tools for the study of religions. (4 units)

#### 22. *The Synoptic Gospels*

A survey of the Gospels of Mark, Matthew, and Luke in light of the findings of modern scholarship. Special attention given to the relationships among the Gospels, the particular situations of the churches in which they were written, and the special intentions and considerations of the authors. (4 units)

#### 23. *Christ in the Four Gospels*

Deals with the historical ministry of Jesus, his resurrection, and how his disciples and the church of the New Testament period interpreted Jesus' teaching and developed their beliefs about Christ. Concentrates on the Gospel portrayal of Jesus Christ. (4 units)

#### 24. *Christian Origins: Luke/Acts*

The story of Jesus is told in four different Gospels by the four evangelists. Yet only Luke added a second volume about the first generation of Christians, called the Acts of the Apostles. This intermediate-level course investigates the historical origins of Christianity, especially as recorded in Luke's two-volume contribution to the New Testament. (4 units)

#### 26. *Gender in Early Christianity*

The history of early Christianity is often portrayed as a history of, by, and about men, despite clear indications that women played a prominent role in the early church. Introduces the construction of gender in antiquity, Jewish and Greco-Roman laws and customs, the biblical canon and other Christian texts. Contemporary feminist perspectives will inform the discussion. (4 units)

#### 27. *Historical Jesus*

A study of the sources, problems, and methods in the various "quests" for Jesus of Nazareth. Each phase of the quest in the 19th and 20th centuries, from Reimarus to the Jesus Seminar. Students will assess historical-critical criteria and apply these criteria to the sources in a term paper in order to construct their own versions of a "life" of Jesus. (4 units)

**30. *New Testament***

Explores the historical and religious background of the New Testament period and concentrates on the origin and purpose of the New Testament writings and the overall meaning of the individual books. (4 units)

**33. *Narratives of Christian Scripture***

Exploration of the stories that emerged with the Jesus event, their historicity, and their role in forming the early Christian communities. No previous knowledge of Christianity is needed. (4 units)

**35. *Science vs. the Bible: The Genesis Debates***

Exploration of the continuing debate over the biblical stories of creation and the flood in relation to the sciences of human evolution, geology, and mythology. One focus is on historical developments in America and England in the 17th-19th centuries. The role of fundamentalist Christianity in the public school system today. (4 units)

**UPPER-DIVISION COURSES: SCRIPTURE AND TRADITION (SCTR)****100. *Biblical Poetry and Ancient Myth***

Comparative study of the poetry and myths of ancient Israel and the ancient world. Focuses on the Psalms, the Song of Songs, and the Book of Job. Examines a number of Mesopotamian, Canaanite, and Egyptian myths. Discusses the methodological problem of mythic interpretation. (5 units)

**101. *Reading the Bible Today***

Explores contemporary dilemmas related to the changing interpretation of the Bible in the postmodern, global context. Areas of investigation include the feminist/liberation interpretation, historical criticism, post-colonial interpretations, and emerging gender questions. (5 units)

**41. *Biblical Hebrew I***

Introduction to the vocabulary and grammatical forms of Biblical Hebrew. (4 units)

**42. *Biblical Hebrew II***

Completion of the grammatical forms of Biblical Hebrew. (4 units)

**43. *Biblical Hebrew III***

Introduction to the readings of various genres of Biblical Hebrew literature and ancient Hebrew inscriptions. (4 units)

**48. *Jesus the Jew***

In the New Testament, Jesus of Nazareth is called "rabbi"; he argues in Pharisaic terms with Jewish Pharisees; quotes the Jewish Bible repeatedly; is recognized by some as a Jewish messiah; and is eventually executed as a Judean rebel. Explores the Jewishness of the earliest Jesus movement and its traditions, and considers how a small, first-century Jewish sect ultimately becomes a world power largely ignorant of—and often hostile—to Jews and Judaism. (4 units)

**105. *Decoding the Bible***

An exploration of the Gospels using various avenues of interpretation, including narrative, liberationist, feminist, and postcolonial methods. (5 units)

**106. *Person of Christ in the New Testament***

Deals with Jesus' understanding of himself and his mission as well as the New Testament interpretation given to them. Different Christologies of the New Testament studied in order to show the unity and diversity in their interpretation of Christ. (5 units)

**107. *Scripture and the Moral Life***

Investigates the role of Scripture in the moral life of Christians with attention to the experience of discipleship, how the early Christians adapted the example of Jesus, how Christians in different cultural contexts learn from Scripture. Considers liberation theology, social scientific approaches, feminist criticism, and the role of the imagination. (5 units)

**108. *The Impact of the Dead Sea Scrolls***

The Dead Sea Scrolls, over 800 manuscripts (250 B.C.E. to 68 C.E.) were discovered in 1947-1956, one of the greatest manuscript finds of the 20th century. This course begins by exploring the manuscripts and archeological evidence of Qumran, then the impact of the scrolls on understanding Judaism and Christianities, both ancient and modern. (5 units)

**110. *Gods, Heroes, and Monsters: Myth and Bible***

Explores the debates about the meaning of myth in relation to the Bible and other ancient texts, with special attention to diverging theories of myth, role of the male hero, violence, feminist interpretations, problem of suffering, the relation of religion and science, etc. (5 units)

**117. *Eve, Adam, the Serpent, and the Rest of the Story***

How do interpretations of creation stories inform contemporary cultural understandings of right and wrong, sex and gender, power and privilege, human and divine? Close readings of ancient texts paired with a wide array of modern interpretations and commentary (in a range of media - poetry, film, midrash, essays, and comics, among others), will provide the basis for our studies. (5 units)

**125. *Quran Interpretation***

Course comprises a close reading of Islamic scripture and various forms of scriptural exegesis. Also the historical context surrounding Qur'anic revelations, diverse forms of Qur'anic interpretation in premodern and contemporary eras, including issues relating to traditionalism and modernity, women, human rights, and mystical experience. No previous coursework in Islam is required. (5 units)

**126. *Sufi Mysticism***

Examination of the mystical tradition in Islam. Includes the discussion of personal piety, as well as institutional manifestations of mysticism, such as the tariqas or Sufi orders. Attention given to mystical dimensions of the Qur'an, as well as the dialectic between Sufi masters and legal authorities. (5 units)

**128. *Human Suffering***

Explores issues of human suffering, justice, and belief in light of the biblical book of Job. Best for students interested in the creative arts, fiction writing, or community service. (5 units)

**132. *Apocalypse Now***

Exploration of characteristic themes in apocalyptic literature, theories about the social origins of the apocalyptic movements of ancient Judaism and Christianity, and motifs and themes in the popular media. (5 units)

**134. *Transforming Exodus***

Explores the ongoing religious, social and political significance of the Exodus, as well as the potential and risks that a shared tradition holds for interfaith relations. (5 units)

**141. Advanced Hebrew I**

Advanced grammar review and reading of select biblical narratives and poetic texts. (5 units)

**142. Advanced Hebrew II**

Extended reading of biblical Hebrew narratives and poetic texts. (5 units)

**143. Advanced Hebrew III**

Continuation of extended reading of biblical Hebrew narratives and poetic texts. (5 units)

**144. Aramaic Grammar**

Introduction to Aramaic grammar. Reading of biblical Aramaic texts and selections from the Targums. (5 units)

### LOWER-DIVISION COURSES: THEOLOGY, ETHICS, AND SPIRITUALITY (TESP)

**4. The Christian Tradition**

A theological examination of the Christian tradition covering such topics as religious experience and the meaning of God; Jesus in the Gospels; the development and history of the Christian churches; the relevance of Christianity in the 21st century global world. (4 units)

**31. The Christ: Mystery and Meaning**

An historical and theological examination of Jesus of Nazareth: the meaning of his life, ministry, death, and resurrection; the doctrine of Jesus as man and God and its application to contemporary experience; the meaning of Christ as savior in a global, multicultural world. (4 units)

**38. Contemporary Catholic Theology**

A treatment of recent attempts within Catholic theology to interpret and articulate ancient faith traditions regarding the meaning of faith today. Contemporary assessments of classic theologies as well as a survey of contemporary Catholic approaches to the interpretation of Scripture and traditions. (4 units)

**158. Postcolonial Perspectives on the New Testament**

This course introduces students to postcolonial critical theory and uses it to explore the political contexts of New Testament texts, raising new questions about the ethical implications of how we read these texts today. (5 units)

**198. Practicum**

(1–5 units)

**199. Directed Readings and Research**

*For religious studies majors only.*  
(1–5 units)

**45. Christian Ethics**

Focus on the moral implications of the Christian commitment, formulation of the principles of a Christian ethic, and their application to areas of contemporary life (e.g., to wealth and poverty, violence and nonviolence, bioethics and interpersonal relations). Some sections require a SCCAP or Arrupe Center community placement. (4 units)

**46. Faith, Justice, and Poverty**

Examines biblical theologies of social responsibility, major theologians on poverty, and current appropriations of these traditions. Includes SCCAP or Arrupe Center community placement. (4 units)

**50. Catholic Theology: Foundations**

An examination of the fundamental theological issues of Catholicism such as: the experience of God, revelation and faith, the historical foundations of the tradition, the mystery of Jesus, grace, sin and redemption, the Church sacraments, and religious pluralism, etc. (4 units)

**51. Catholic Theology: Spirituality**

Explores some of the varied expressions of Christian faith in the Catholic Church. Examines the tools and methods of Catholic theology. Reading, reflection, and discussions encourage students to formulate theological questions. (4 units)

**53. Religious Imagination**

Attempts to stimulate the imagination and clarify its relation to religion through reflection, written essays, and discussions of selected pieces of literature, films, and art. (4 units)

**54. Meditation**

Intensive study and practice of meditation. Daily meditation required. No lectures. Class discussion, weekly brief essays. (4 units)

**55. Spirituality and Literature**

Uses literature (mostly modern) to discover and analyze the way spiritual themes are expressed and appreciated in this medium. (4 units)

**60. Hispanic Popular Religion**

Study of the popular expressions of faith of the Hispanic people, exploring their theological underpinnings. Includes both classroom and field experience. (4 units)

**62. Medical Ethics in Christian Perspective**

Introduction to the field of biomedical ethics, with special attention to the guidance and challenges that a Christian perspective provides. Examination of ethical principles and their application to current topics, with attention to how conflicting approaches can all claim to be “Christian.” (4 units)

**65. U.S. Hispanic Theology**

Acquaints students with the historical development of Hispanic theology in the

United States. Attention will be given to the works of representative U.S. Hispanic theologians and to the themes and concerns that these works address. (4 units)

**67. Practical Theology**

Introduction to practical theological thinking in Christianity by looking at the way in which theology can strategically work on specific concrete problems within more general theological/religious frameworks. A helpful link between intro and advanced theological courses. (4 units)

**71. Mysticism in Catholicism**

An introduction to mysticism in the Catholic tradition and its relationship to both theology and spirituality. Special attention to the origins of the term within Catholicism, issues of gender, the relationship between hierarchy and a personal relationship with God, and historical controversies and discussions surrounding the possibility of union with God. (4 units)

**72. Comparative Mysticism in World Religions**

Focuses on the mystical traditions in Buddhism, Islam, Judaism, and Catholicism. Analyzes primary sources in their historical contexts in order to determine how contemplation leads to either peaceful or violent actions. Special attention paid to the links between these contemplative traditions in both war and nonviolence. (4 units)

**75. Godwrestling: Ethics the Jewish Way**

“Godwrestling” is the practice of searching, questioning, interpreting, and debating the religious/ethical understandings received from scripture and tradition. “Israel” comes directly from the idea of “wrestling with God.” Course explores scriptural and ethical reasoning from a

range of Jewish perspectives, with close attention to some of the spiritual commitments and crises underlying Jewish ethical concerns. (4 units)

**82. *Witches, Saints, and Heretics: Religious Outsiders***

Survey of the experience of religious exclusion across the realms of magic, holiness, and heterodoxy. While anchored in the pre-modern Christian tradition, the course also explores more contemporary phenomena, persons, and movements. (4 units)

**UPPER-DIVISION COURSES: THEOLOGY, ETHICS, AND SPIRITUALITY (TESP)**

**103. *Religious Disillusionment: Augustine through Freud***

Examines the complex phenomenon of religious disillusionment with particular focus on the intellectual development of Augustine of Hippo. Will consider his serial disenchantment with various strategies for securing answers to foundational questions of his life. (5 units)

**109. *Hispanic Spirituality: Guadalupe***

One of the most popular Marian devotions for Hispanic people (of primarily Mexican descent) is that of Our Lady of Guadalupe. Study of the history and tradition of Guadalupe, exploring its religious and spiritual significance in both the past and the present. (5 units)

**111. *Latin American Liberation Theology***

In many parts of the world, people are murdered for their faith. The facts of martyrdom are important to document, to study, and reflect upon in order to evaluate the intertwining of faith and political realities. Focuses on the significance of one martyr, Archbishop Oscar Romero of El Salvador, whose life and death exemplify the consequence of socially conscious faith. (5 units)

**83. *Dialogues Between Science and Religion***

Explores and dialogues with the distinct methods and ways of thinking in theology and science. Examines how the interpretations of the scientific (cosmology, biology, and ecology) and the theological worldviews of the 21st century relate to questions concerning God, origins of the universe, evolution, creativity, human experience, and ecology. (4 units)

**112. *Spirituality and Business***

What role, if any, do noneconomic or spiritual factors play in business decision making? Looks at various frameworks for answering this question and the way in which business executives, employees and religious thinkers approach this issue. Through case studies, readings, and interviews, explores the diverse ways in which people apply spiritual concerns to business. (5 units)

**115. *Tradition and Interpretation***

An examination of the status of a "Christian tradition" in light of classical, modern and post-modern theories of interpretation, and in relation to the historical developments of religious pluralism and social fragmentation. Theorists studied include Aquinas, Newman, Heidegger, Gadamer, Tracy, and Derrida. (5 units)

**124. *Theology of Marriage***

An examination of human relationships, intimacy, sexuality, and marriage through the social sciences, philosophy, and theology, and exploration of human love in the unconditional commitment to spouse as the expression of divine love. (5 units)

**125. *Belief and Unbelief***

The question of religious belief has been a vital part of the world's cultures and civilizations. In the modern West, however, new and dramatic forms pose the question. Course studies why and how this is so through reading a variety of proponents of both believers and unbelievers, including Nietzsche, Camus, Freud, and Teilhard de Chardin. (5 units)

**126. *Spirituality and Aging***

Theologians, philosophers, and developmental theorists ponder how to reach old age with wisdom and grace; some see the search for an answer as the most significant task of our maturity. Course addresses this question for those considering their own future or the aging of loved ones, as well as for those working toward a career in gerontology, religion, or psychology. (5 units)

**128. *Issues in Contemporary Catholicism***

Attempts to chart the complex process by which Catholicism both freed itself from its traditional fear of modernity and articulated a program for apostolic insertion into the modern world. Special emphasis placed on a comparative study of the ecclesiologies of Trent, Vatican I, and Vatican II. (5 units)

**131. *Feminist Theologies***

Through the analysis of a selected sample of feminist theological voices and themes, explores the phenomenon of feminist theologies in their emerging unity and diversity. Focuses on themes of inclusion, exclusion and representation, which have also been major catalysts in the emergence of diverse feminist theologies. (5 units)

**133. *God: Mystery and Trinity***

Explores classical and contemporary approaches and challenges to the existence and experience of God. Focuses on the

Christian experience of God, and examines the Christian understanding of God as Trinity. (5 units)

**137. *Theology of Death***

An examination of the experience of death and the meaning of Christian hope in light of the death and Resurrection of Jesus; the meaning of the Christian symbols of judgment, heaven, hell, and the end of history. (5 units)

**138. *Contemporary Theology of Paul Tillich***

An examination of the philosophical and theological thought of one of the great 20th-century Protestant theologians, with special emphasis on his theology of culture, and his effort to reinterpret the Christian message for contemporary people. (5 units)

**139. *Catholic Theology and Human Sexuality***

Explores theological understanding of marriage, celibacy, and homosexuality; history, development, and critique of Catholic Church teaching on human sexuality; sexuality, God and spirituality. Readings from the Bible, classical theologians, Roman Church documents, contemporary theologians, historians and theorists. (5 units)

**143. *Theology and Ethics of Thomas Aquinas***

A study of the life, thought, and ethics of Aquinas. Basic topics to be discussed include: the existence of God, human nature and human participation in society. (5 units)

**144. *Theology and the Law***

A team-taught course meeting two evenings a week (Monday and Wednesday) in which two professors, one in law and one in theology, discuss a number of contemporary legal/ethical issues from both perspectives. (5 units)

**150. *St. John of the Cross: An Inquiry into Prayer, Contemplation, and Union with God***

Examines the writings, life, spirituality and theology of St. John of the Cross, a 16th-century Spanish mystic, and the implications of his writings for a theologically informed spirituality. (5 units)

**151. *Issues in Theology and Science***

Explores how theology and science arrive at views of the world and the basis of conversation between theology and science. Theoretical applications drawn by exploring Galileo, Darwin, evolution, cosmological theory, and ecological theology. (5 units)

**153. *Catholic Themes in Literature***

Investigates a Catholic vision through novels and other literature either written by Catholics or using Catholic themes. Extensive reading, writing of reflective essays, and class discussion. (5 units)

**154. *Theology in the Daily News***

An examination of religious and theological dimensions of contemporary culture through critical analysis of current events. (5 units)

**155. *Catholic Social Teaching***

Explores the evolution of Christian social thought as it has developed and expanded throughout the Church's history. Special emphasis on the Church's relationship to the world since Vatican II. Critical analysis of recent pastoral letters. (5 units)

**157. *Ethics in the Health Professions***

Introduction to the major issues in biomedical ethics. Basic principles of biomedical ethics, genetic interventions and reproductive technologies, euthanasia, professional responsibilities, confidentiality, and public policy issues regarding the system of delivery of health care. (5 units)

**159. *Ethics of War and Peace***

Examination of the history of moral deliberation about war and peace in Western religious traditions, as well as contemporary, theological, and philosophical analyses of the diverse moral principles that those traditions have generated. Studies the application of theological and moral reasoning to contemporary wars. (5 units)

**161. *Environmental Ethics***

Critical exploration of environmental ethics: the theological and philosophical principles underlying contemporary ecological attitudes; issues such as the rights of nonhuman animals, mass extinction of species, corporate responsibility, human population control, and the moral dimensions of global ecological dilemmas; development of an integrated theological understanding of human life on earth. (5 units)

**162. *Feminist Visionary Ethics***

Considers a range of social practices and public policies from feminist ethical and religious perspectives. In addition to developing analytical tools by which to assess these contemporary practices and policies, the course explores visions of feminist futurists, and a desirable and ethical society. (5 units)

**163. *Christianity and Politics***

An ethical investigation into the relationship between Christianity and the political order and into the contemporary experience of this relationship, drawing on Scripture, Augustine, Aquinas, Luther, and Calvin. A special focus on contemporary issues of Christianity and political ethics. (5 units)

**167. *Christian Ethics and Global Human Rights***

Examines challenges for Christian ethical thought and practice posed by the new interactions of a globalized community. (5 units)

**169. *Jesuit Perspectives***

Overview of the Jesuits, their origin and history, their view of education, their ethical and spiritual world view. (5 units)

**170. *Homosexuality and Catholic Theology***

Examines Church teaching and contemporary discourse about homosexuality. Scripture, natural law, and recent teaching by the Roman magisterium are analyzed. The meaning of homosexuality, the emergence of the gay liberation movement, and theological perspectives are considered. (5 units)

**171. *Mysticism in Action***

What kind of action results from contemplation in mystical traditions, East and West? Studies the links between contemplation and action in both Zen and Catholicism, focusing on the works of Buddhist monk Thich Nhat Hanh and Catholic monk Thomas Merton. Examines how and why contemplation can be useful in making difficult ethical decisions, such as support for or opposition to war. (5 units)

**173. *Religion, Science, and the Environment***

Recognizing that religion and earth's ecology are inextricably linked, course re-examines attitudes toward the natural world and the relationship between scientific and religious perspectives on nature. Topics include historical roots of the eco-crisis, cosmology, and eco-theology. Arrupe Center community project may be included. (5 units)

**175. *Women's Theologies from the Margins***

Women of diverse cultural communities enrich theology by voicing their lived experience from global and local perspectives. Course explores the theological works of African, Asian-American, and

U.S. Latina women in their historical and cultural contexts. (5 units)

**176. *Finding Your Own Spirituality***

A theological and personal exploration of the desire for meaning in one's life, looking at "meaning," through famous religious quests: theological, mystical, and worldly. Students examine what is real and ideal, and the room left for God, no matter which tradition. (5 units)

**181. *Christian Sexual Ethics***

This course will cover basic presuppositions for sexual ethics in a Christian context. It will deal with the specific topics of the morality of sexuality, lust and cybersex, contraception, homosexuality, and nonmarital sex. (5 units)

**182. *Peacemaking: Theological Models, Modern Examples***

Investigates the theological issues surrounding understandings of peace and peacemaking. Looks at the causes and dynamics of conflict and violence (interpersonal and global); the theological bases of peacemaking; the causes and dynamics for the institution of peace (interpersonal to global); nonviolence; conflict resolution; activism and peace movements. (5 units)

**183. *Spiritual Exercises and Christian Theologies***

This course pursues the questions: What are 'spiritual exercises,' and what makes such exercises Christian? Examines the Greek philosophical origins of spiritual exercises as well as their appropriation in Christian theology. (5 units)

**184. *Jesus in Cross-Cultural Perspectives***

An exploration and study of selected significant and diverse interpretations of Jesus of Nazareth, and of the historical and cultural contexts that have shaped



images and theologies of Jesus Christ (or Christologies). Approaches include biblical, Asian, African, Latin American, and feminist interpretations. The aim is critical exposure to the cross-cultural diversity of understandings of Jesus within Christianity itself. (5 units)

### **185. *Rahner: Foundations of Christian Faith***

A careful and critical reading of Karl Rahner's theology, with focus on his understandings of the human person, grace, and Christ within the context of Catholic faith. (5 units)

### **186. *Christology and Religious Pluralism***

An examination of such major theologians as Karl Rahner, Jacques Dupuis and Roger Haight on the meaning of Jesus Christ in relation to non-Christian religions. (5 units)

## **LOWER-DIVISION COURSES: RELIGION AND SOCIETY (RSOC)**

### **7. *South Asian Religious Traditions***

Introduction to the major religious traditions of India and neighbors: Hinduism, Buddhism, Jainism, Sikhism, and Islam; historical development of each faith; what is distinctive in each tradition; and particular attention to the ways in which these traditions have influenced each other. (4 units)

### **9. *Ways of Understanding Religions***

Introduces the categories by which religion is formally studied. Explores distinct perspectives or ways of thinking about religion (e.g., psychological, phenomenological, anthropological, theological, and sociological); also considers a variety of religious data (e.g., symbols, myths, rituals, theologies, and modern communities). (4 units)

### **187. *Christ and Catholic Theology***

A study of contemporary Catholic Christology approached as Christology "from below." Initial consideration of some fundamental theological concepts and then Jesus Christ as a historical figure and object of faith. Course pivots around Jesus' proclamation of the "Kingdom of God" and considers his history through the resurrection. (5 units)

### **193. *The Rise and Meaning of Modern Atheism***

An exploration of the religious and philosophical factors giving rise to modern atheism, and to the role and meaning of atheism within religious discourses today. (5 units)

### **198. *Practicum***

(1–5 units)

### **199. *Directed Readings and Research***

*For religious studies majors only.* (1–5 units)

### **10. *Asian Religious Traditions***

Addressing Hinduism, Buddhism, Confucianism, and Japanese Zen, focuses on four different religious issues and how each Asian tradition has defined the nature of the divine; human effort versus faith and devotion; social ethics versus inner mystical experience; and the interplay of religion and culture. (4 units)

### **18. *Religion and Culture: Africa***

Introduces the study of religion from the social perspective of how religion shapes African cultures and is thoroughly shaped by them in turn. Examines texts, history, ritual practices, and modern forms of engagement with the world. (4 units)

### **19. *Religion and Culture: Egypt***

An investigation of the ways in which Egyptian culture has been shaped by the religious traditions of ancient pharaonic polytheism, Coptic Christianity, and Islam. Attention to the influence of pharaonic religion on Coptic Christian and Egyptian Muslim ritual practices, including how these are reflected in the writings of contemporary Egyptian Muslim authors. (4 units)

### **33. *Maya Spirituality***

Introduces the spirituality of the Maya, and its roots in Mesoamerican culture. Course focuses on the contemporary public re-emergence of ancient practices, with attention to Maya participation in evangelical religions, and enculturated Catholicism. (4 units)

### **41. *Women's Spiritualities***

Examines women's spiritualities in diverse religious, social, political, historical and contemporary contexts. Attention to women's interpretations of experiences of the sacred, understandings of self-knowledge, spiritual praxis, personal relations, and solidarity with others. (4 units)

### **45. *Muslims in America***

An in-depth look at the Muslim community in the United States and exploration of Islamic practices in America. Attention to the contribution of Muslims locally in the Bay Area. The course aims to provide students with a context for building greater understanding of American Muslim life, beliefs, and practices. (4 units)

### **46. *African Religions***

Examination of African history and its many cultures through the lens of key religious ideas, practices and cosmologies. The power of history, geography and political domination over the shaping of religion is matched by the power of religion as a medium of cultural expressiveness and political resistance. (4 units)

### **49. *Religion, Politics and Civil Society***

What should be the relationship between religion, politics and civil society? Some people think that particular religious tradition should play no part; others believe that it should. This course considers these arguments as well as exploring the interplay between religion, political behavior and civil engagement, not only in the United States but around the world. (4 units)

### **50. *Longings for Immortality***

From close readings of core texts in the Western tradition, ranging from Gilgamesh to Dante's Divine Comedy, and critical analyses of recent films, such as "Contact" and "What Dreams May Come," this course will examine relation between afterlife beliefs and codes of conduct for life in this world. (4 units)

### **51. *Religion in America***

Traces the development, character, and impact of religion in America from the precolonial era to the present. Course readings and discussions will center on the relationship between religion and the development of American culture. Includes Native American traditions; slavery and religion; the rise of revivalism; gender; religion and war; immigration; and modern pluralism, etc. (4 units)

### **65. *Early Christianity***

A selective survey of the history of the Christian church from its beginnings through the fifth century. Examines the origins of Christianity within Judaism and the Greco Roman world, and studies how it moved from a marginal apocalyptic sect in Judaism to the exclusive religion of the Roman Empire. Also investigates some of the practical outcomes of Christian belief in the way it was lived. (4 units)

**76. *Representing the Holocaust***

Interdisciplinary in design, the course explores how various forms of representation (personal narratives, fiction, theology, ethics, film, music, art, and liturgy) create different meanings about the Holocaust. (4 units)

**80. *Protestant Christianity***

Origins and development of Protestant thought and Protestant ecclesiastical institutions. Special attention to U.S. Protestant Christianity and its impact on U.S. political and social life. (4 units)

**81. *Islam***

Introduction to the Islamic tradition focusing on the dialectic between normative theology and popular devotion. Readings include the Quran, Sufi literature, and devotional poetry. Discussion of Quranic concerns in the Sunni and Shia traditions, ecstatic mysticism, Islamic law, and contemporary issues relating to the status of women, Westernization, and modernity. (4 units)

**82. *Shia Islam***

Introduction both to Islam in general and to the Shia tradition within Islam. History and development of Shia doctrine, with particular attention to forms of Shia ritual in India. No previous coursework in Islam required. (4 units)

**85. *Hinduism***

Exploration of the historical development, theologies, symbols, rituals, scriptures, social institutions, and 20th-century politics of Hinduism, primarily in India. Main focus on the interaction of religion and culture. (4 units)

**86. *Buddhism***

Exploration of the whole Buddhist tradition, including Indian origins, Theravada

traditions of Southeast Asia, Mahayana traditions of Central and East Asia and Buddhism in the West. Emphasis on cultural impact of religion, Buddhist philosophy and practice, and modernizing tradition. (4 units)

**88. *Chinese Religions***

Focuses on the historical development of Chinese religions—Confucianism, Daoism, Buddhism, and their philosophies, as well as the interface between folk religion, society, and political institutions in traditional and modern China. (4 units)

**89. *Japanese Religions***

Focuses on the historical development, doctrines, institutions, aesthetics, and literature of the religious traditions in Japan—Shinto, Buddhism, folk, and new religions. Special attention to Zen Buddhism and modern Shinto. (4 units)

**91. *Native Spiritual Traditions***

Introduction to Native American spiritual traditions in the Americas. Examines myth, the diversity of ceremonial practices, and the historical and political contexts in which native peoples have manifested and adapted their religious ways, with an emphasis on their recent reaffirmation of indigenous traditions. (4 units)

**99. *Sociology of Religion***

Using early and American Christianity, examines how various social forces shape the religious beliefs and practices of people of faith. Draws on a number of sociological perspectives, looking both at their historical and philosophical underpinnings and at what they can tell us about faith in the modern world. (4 units)

**UPPER-DIVISION COURSES: RELIGION AND SOCIETY (RSOC)****104. *Ways of Worship in Silicon Valley: Looking Around***

This course uses the department's ongoing Local Religion Project, which attempts to learn about religion, community, and diversity in the Bay Area. Guidelines for an individual research project will help provide experience and evidence of theoretical issues and will also aid the (multimedia) documentation of this area's vital religious landscape. *Prerequisite: Majors, minors, honors students or permission of instructor.* (5 units)

**110. *Film and Religion***

Explores film as a medium for religion today. Examines theological, mythological, and moral themes; changing portrayals of religious leaders and groups; and the mutual influence of religious belief and filmmaking in the 20th century. (5 units)

**111. *Inventing Religion in America***

Explores the spiritual creativity that stands at the center of the American experience and asks what characteristics facilitated such religious diversity. Looks at beliefs and practices, and also historical contexts. Includes Mormons, Christian Science, Jehovah's Witnesses, the Nation of Islam, Scientology, and Heaven's Gate, etc. (5 units)

**115. *Tibetan Buddhism: A Cultural History***

Provides an overview of Tibetan religious history and the fundamental beliefs and practices of Tibetan religious traditions. Focuses on devotional traditions centering around saints, sophisticated systems of meditation and ritual, and the experience of women in Tibetan Buddhist traditions. Also explores visual media such as iconography and cinema. (5 units)

**119. *Media and Religion***

Examination of the religious, theological and ethical issues and perspectives raised by various media: print, visual, audio, multimedia, and virtual. Special attention will be given to the nature of their relationship and the religious and spiritual issues currently present in their interface. (5 units)

**121. *Representing Religion in World Cinema***

Examines films from various cultures and the ways religion is portrayed, stereotyped and represented in them. Investigates both sacred texts and traditions of specific religions and the ways film enhances, provokes or misrepresents various religious themes and motifs. (5 units)

**123. *Religions@Silicon Valley***

Is something unique happening in Silicon Valley's religious landscape? This seminar addresses that question through different perspectives on the Valley's culture, scholarly approaches to the Buddhist, Catholic, and Muslim experiences in America, and interactions with local congregations. (5 units)

**130. *East Asian Buddhism***

Explores in depth the major traditions of East Asian Buddhism. Following a brief survey of their teachings and history, focuses on several traditions (Chan/Zen, Pure Land Buddhism, and Soka Gakkai) that are represented in the Silicon Valley area, and examines in depth the practices advocated by these traditions, as well as the social implications of these practices. (5 units)

**141. Religion and Ecology: Contemporary Voices**

An examination of religious attitudes toward nature in contemporary North America, and such emerging perspectives as deep ecology, eco-feminism, earth-based religion, spiritually grounded environmental activism, and contemporary cosmology. Considers how religious outlooks affect human beings' lived relationship with the greater natural world. (5 units)

**144. Gender, Body, and Christianity**

Focuses on attitudes and perceptions about the body and gender roles in the history of Christian thought. Topics include ritual nakedness in early Christianity; the appropriation of sexual stereotypes from Greco-Roman culture; sexual practice in Christian communities; gender metaphors for the Divine; changing gender roles in Church and Society. (5 units)

**154. Islamic Jesus**

Investigation of various understandings of Jesus in Islam, beginning with an introduction to Islamic theology and Qur'anic Christology, emphasizing Muslim scriptural understandings of Jesus as a prophet and healer, followed by representations of Jesus in Sufi mysticism, medieval Islamic folklore, and modern Arabic literature, with consideration of how Jesus can play a role in Muslim-Christian dialogue. (5 units)

**160. U.S. Catholics in American Culture**

Examines Roman Catholicism in North America from Colonial times to the present, the mutual influence of Roman Catholicism and American society on the formation of various ecclesiologies, and ways of living in tension between two allegiances and two life-worlds: Catholic and American. (5 units)

**164. Religion, Race, and Ethnicity in America**

Religion and race constitute two of the central threads of the American experience. Course traces their complex relationship by examining the interaction of religion with race and ethnicity in a variety of social and historical contexts. Particular attention paid to the shifting meanings of racial and ethnic categories, and how other categories of analysis, especially class and gender, both illumine and complicate the relationship of religion with race and ethnicity. (5 units)

**168. Gender and Judaism**

Explores ideas and images of Jewish "femininity," "masculinity," and "queerness" generated by Jewish and non-Jewish cultures throughout history to the present. Considers the political/economic, religious, and other cultural dimensions of these images and ideas. (5 units)

**170. Religion, Gender and Globalization**

Using feminist ethics as a framework, this course examines the ethical issues at the intersection of religion and globalization and unpacks the implications of this intersection for women. Focuses on the human rights of women and examines ways in which globalization has affected, supported or undermined the human rights of women and the role of religion in their lives. (5 units)

**173. Modern Jews and Judaism: Text and Film**

Explores the ideas and experiences that have shaped Jews and Judaism in the modern period through a variety of readings and films. Topics include enlightenment and emancipation, Hasidism and secularism, Zionism and socialism, immigration and assimilation, anti-Semitism and the Holocaust, denominationalism, feminism, Jewish Renewal, and the future. (5 units)

**176. Religion in the Making of American Identities**

Provides historical and in-depth coverage of selected themes in the modern U.S. religious landscape, surveying themes and institutions in U.S. religion past and present, tracing the development of U.S. religion from the early 17th century to the post-World War II era. (5 units)

**179. Magic, Science, and Religion**

A study of the primary texts in the study of religion as a social and cultural phenomenon—Durkheim, Weber, Eliade, etc. Attempts to demonstrate the historicity of the ways in which "religion" has been identified, compared, and envisioned, as well as introduce the issues that affect how intellectuals, pundits, and policy makers talk about religion. (5 units)

**180. Religion in the Theories of Freud and Jung**

Examines religion in the theories of Sigmund Freud and Carl Jung. Focuses on the interpretation of religious belief and practice from the perspective of depth psychology, theological responses to the thought of Freud and Jung, and the impact of psychoanalysis on contemporary culture. *Also listed as PSYC 159.* (5 units)

**184. Race and Religion in the United States**

Course begins with an examination of the living situation of people of African descent in the United States, as well as an analysis of their social context—economic, educational, and political aspects. Considerations are then given to the effects the Christian message has had in this situation. (5 units)

**185. Gender in Asian Religions**

The participation of women in religion (Hinduism, Islam, and East Asia) as shaped by notions of female purity and pollution. The role of such beliefs within religious communities. Marriage, sexual segregation, menstruation, motherhood, monasticism, and shamanism. (5 units)

**188. Religion and Violence**

Examines the historical and contemporary relationships between religious ideologies and personal and institutional practices of coercion, force, and destruction. (5 units)

**190 and 190R. Islam: Reformation and Modernity**

Comparative study of contemporary Islam. Beginning with the study of origins and basic doctrines of Islam, course will study its development to the modern world. Main focus will be on Islam's interaction with different cultures, emphasizing political implications of the rise of revivalism. (5 units)

**191. Religions of Colonized Peoples**

Analyzes from an insider perspective the role of religion both in the process of colonizing Africa and in the process of resistance to colonization. Includes an examination of the role of religion in the African struggle against political oppression, economic injustices, racism and cultural imperialism. Students will then critically analyze the socio-political implications of religion in their own contexts. (5 units)

**198. Practicum**

(1–5 units)

**199. Directed Readings and Research**

*For religious studies majors only.* (1–5 units)

## DEPARTMENT OF SOCIOLOGY

*Professors:* Marilyn Fernandez, Alma M. Garcia,  
Charles H. Powers

*Associate Professor:* Laura Nichols (*Department Chair*)

*Assistant Professor:* Anke Schulz

The Department of Sociology offers a degree leading to a Bachelor of Science in Sociology. A solid undergraduate foundation in sociology secures the analytical skills needed to undertake professional degree programs in sociology, business, law, and social services or to embark on a number of careers from management to research. A minor in sociology is available. Honors thesis options also are offered to qualified majors.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Science degree, students majoring in sociology must complete the following departmental requirements:

- SOCI 1
- ANTH 3
- SOCI 118, 119, 120
- SOC 121
- SOC 170
- Four other approved upper-division courses in sociology (two each from two of four clusters: criminology/criminal justice; immigrant communities; inequalities; organization/institutions)

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in sociology:

- SOCI 1, 33, 117
- Three other approved upper-division sociology courses

### LOWER-DIVISION COURSES

#### 1. *Principles of Sociology*

Introduction to the field of sociology. Emphasis on the major sociological perspectives and the basic elements of sociological analysis. Introductory exposure to research methodology. (4 units)

#### 33. *Social Problems in the United States*

Overview of contemporary social problems in the United States from a sociological

perspective. Topics may include immigration, the economy, poverty, homelessness, and social inequality. (4 units)

#### 49. *Computers, the Internet, and Society*

Explores the ways that technological and social change interact and affect each other through examination of the development and ramifications of the personal computer and the Internet. In particular,

develops a sociological analysis of cyberspace and virtual reality as new social spaces with emerging institutions, practices, and implications for personal identity. (4 units)

#### 65. *Crime and Delinquency*

Broad survey of major issues surrounding the causes and nature of, and solutions to, the problem of crime and delinquency in the United States. (4 units)

#### 91. *Lower-Division Seminar in Sociology*

Seminar for freshmen and sophomores on selected issues in sociology. *By permission of the instructor and sociology chair only.* (4 units)

### UPPER-DIVISION COURSES: THEORY, METHODS, AND CAPSTONES

#### 117. *Sociology's Analytical Frameworks and Conceptual Approaches*

Considers sociology as an integrated and coherent discipline by reviewing the development of different analytical frameworks which, when considered together, convey much of the conceptual power and rich history of the discipline. Required of all sociology minors. Does not fulfill the SOCI 119 requirement for the major. (5 units)

#### 118. *Qualitative Methods*

Provides students with an understanding of qualitative methods for social research by focusing on (1) classical and contemporary sociological works employing qualitative methods; and (2) a selection of qualitative methods and techniques in sociology. Students gain hands-on experience by producing a series of qualitative research projects. *Prerequisite:* SOCI 119 and 120. (5 units)

#### 119. *Sociological Theory*

Provides an overview of sociological theory stressing the role of theory in the scientific method. This course is required of all majors and will not fulfill the SOCI 117 requirement for the minor. *Prerequisites:* Simultaneous enrollment in SOCI 120. (5 units)

#### 120. *Quantitative Methods and Applied Statistics*

Application of quantitative research designs and statistics to empirically examine sociologically relevant research questions. Statistical analyses conducted using a statistical package such as SPSS or Microcase. *Prerequisites:* Simultaneous enrollment in SOCI 119. (5 units)

#### 121. *Research Practicum*

Collaborative research project conducted under the direction of a faculty member. *Prerequisites:* SOCI 118, 119, and 120. (5 units)

#### 170. *Applied Sociology*

Demonstrates the application of sociological research and insights to the challenges of modern business, human service, and public sector organizations. Practice components bring students into contact with people who are incorporating sociology to improve the functioning of their organizations. (5 units)

**UPPER-DIVISION COURSES: CRIMINOLOGY/  
CRIMINAL JUSTICE CLUSTER**

**158. Deviant Behavior**

Examination of deviant behavior such as crime, mental disorder, and alcoholism. Social factors in the etiology and control of deviant behavior. (5 units)

**159. Sociology of Crime**

An examination of the relationship between crime and society with a focus on crimes such as juvenile crime, crimes against women and children, family violence, illegal drug trafficking and use, white collar crime; philosophies of punishment, prisons and prison sub-cultures, the death penalty; theories of criminal behavior. (5 units)

**160. Law in a Changing Society**

Explores the law in relationship to the changing character of contemporary society. Legal issues raised by technological

change (e.g., intellectual property rights, privacy) and general social change (e.g., shifting patterns of family, ethnicity, immigration) receive special attention. Focus on American legal institutions, with attention to other countries for comparative purposes and to highlight legal trends resulting from globalization. (5 units)

**161. Sociology of the Criminal Justice System**

An examination of the major issues and programs in the criminal justice system in the United States. Focus on the socio-historical context and functioning of adult and juvenile investigation, court system, corrections system, and the restorative justice model; impact of race and class in the functioning of the justice system. (5 units)

**UPPER-DIVISION COURSES: IMMIGRANT COMMUNITIES CLUSTER**

**137. Social Change**

Significant trends and issues in contemporary U.S. society and in the world. Utility of sociological concepts, principles, and theories for understanding social change. (5 units)

**138. Demography: Population and Resources**

Global, regional, and national population changes and the effects on people, groups, societies, and their environment. Topics include the dynamics of population change across different regions of the world (the developed versus the developing regions of Asia, Africa, and Latin America), communities, and families. (5 units)

**150. Ethnic Enterprises**

Examination of economic, historical, cultural, and political factors related to the origins and development of ethnic enterprises in the United States. (5 units)

**190. Seminar in Immigrant Communities**

Seminars for juniors and seniors on selected issues in the sociology of immigrant experience and communities. (5 units)

**UPPER-DIVISION COURSES: INEQUALITIES CLUSTER**

**132. Social Stratification**

Analysis of the principal lines of social cleavage within U.S. society. Emphasis on the racial, sexual, ethnic, occupational, and class divisions prevalent in the contemporary world. (5 units)

**134. Globalization and Inequality**

Overview of globalization as a long-term historical process. Focus on the impact in the developing world, on people moving from the developing to the developed world, displacement of some and new opportunities for others during different periods of globalization; long-term implications of privilege and marginality that globalization has produced. Examination of case material based on Latin American, African, and Asian historical experiences; exploration of theoretical models of high rates of poverty in the developing world and practical steps to reduce marginalization on a global scale. (5 units)

**135. Gender and Social Change in Latin America**

Examination of the relationship between gender and the process of national and international factors related to social change in Latin America. Emphasis on selected case studies such as Mexico, Guatemala, Bolivia, and El Salvador. (5 units)

**140. Urban Society and Social Conflict**

Critical inquiry into urban sociology and theoretical and practical exposure to urban issues. Explores unresolved paradox in how we understand urban life; role of structural and cultural conditions in creating or adding to urban problems; issues such as poverty, immigration, housing, and the political economy of urban America. (5 units)

**153. Race, Class, and Gender in the United States**

Examination of the concepts of race, ethnicity, class, and gender to analyze social identities, social relationships, and social institutions. Focus on the major issues and research questions in the specialized sociological field of race, ethnicity, class, and gender research. (5 units)

**165. Human Services**

Introduction to the field of human services. Topics include the connections between societal understanding of social problems, programs, and policies; work and management issues in public and non-profit human service agencies; human services in a multicultural context; opportunities to learn from human service professionals. (5 units)

**175. Race and Inequality**

Analysis of the socioeconomic and political situation of African, Asian, Hispanic, and Native Americans in contemporary U.S. society. Topics include race and class, occupational and economic inequality, racial discrimination, the culture of poverty, cultural stereotyping, and resistance to change. (5 units)

**UPPER-DIVISION COURSES:  
ORGANIZATIONS/INSTITUTIONS CLUSTER**

**127. *Group Dynamics***

Explores the structure and social processes that occur in small and large groups. Concepts such as power and prestige, leadership, communication networks, collaboration and conflict, game theory, and distributive justice are examined. (5 units)

**148. *Diversity Issues in Contemporary American Organizations***

Changing form and function of complex organizations in the United States, with particular attention to contemporary racial/ethnic diversity issues. Focus on different ways of running an organization, the need for organizations to be “diversity friendly” to respond to opportunities and challenges during times of rapid change, “culture audit” techniques to gauge realities of life in organizations, particularly as they relate to racial/ethnic inclusiveness. (5 units)

**149. *Business, Technology, and Society***

Examination of the ways that technological and social changes occur within the context of business organizations and strategies. In particular, provides a sociological analysis of how the emergence of the Internet and other new information and communication technologies provide both challenges to and opportunities for effective business strategies in the 21st century. (5 units)

**152. *Women and Men in the Workplace***

Examination of the status and roles of men and women in the labor force. How gender differences are developed through socialization and some of the consequences

of these differences: tokenism, sexual harassment, the “glass ceiling,” and the dual-career family. Includes strategies to address gender inequality in the workplace. (5 units)

**157. *Sociology of Family***

Examines how family forms have changed over time in the United States, including the causes and consequences of different family structures and role expectations. Patterns and dynamics of dating, family formation, child rearing, divorce, and extended family support systems are also covered. (5 units)

**163. *Sociology of Work and Occupation***

Ideological and institutional characteristics of modern industrial society and some of its basic problems, such as alienation, affluence and work motivation models, primary group influences, and leadership behavior. (5 units)

**164. *Collective Behavior***

Analytical study of collective behavior principles: typology of crowds, mass behavior, and the characteristics of publics. Introduction to social movements. (5 units)

**172. *Management of Health Care Organizations***

Explores the sociological and practical issues of operations, financing, and management in organizations providing services for people with health problems (organizations such as nursing homes and hospitals) or people with infirmities (organizations such as senior care centers and assisted living facilities). (5 units)

**UPPER-DIVISION COURSES: OUTWARD BOUND**

**125. *Honors Thesis***

Ordinarily requires an overall GPA of 3.3, a GPA of 3.5 in the major, completion of SOCI 121, and approval of a thesis proposal defining a topic, outlining a theoretically driven research design, and having a timetable for conducting various stages of the research. *May be taken only with special permission of the sociology chair.* (5 units)

**198. *Internship***

Opportunity for students to employ sociological insights in human service/community, government, or business organizations. Students spend the majority of class time off campus and then reflect on their experiences through discussions in class and papers. May be repeated once for credit, under certain

circumstances and with the approval of the sociology chair. *Prerequisites: An overall GPA of 2.7 or permission of the sociology chair is necessary. Students must register with the internship coordinator the quarter before they wish to register for the course.* (5 units)

**199. *Directed Reading/Directed Research***

Intensive reading in areas not emphasized by the department. Independent research on specific topics not fully covered in departmental courses. May be repeated once for credit, under certain circumstances and with the approval of the sociology chair. *Written departmental approval necessary in the quarter prior to registration.* (5 units)

**UPPER-DIVISION COURSES: OTHER**

**133. *Politics and Society in Developing Societies***

Social and political change in the Third World. Relationship between economic and social development and the emergence of democratic, authoritarian, or revolutionary regimes in Africa, Asia, and Latin America. Emphasis on ways in which the international system influences development through investigation of theories of interdependence, dependency, and neoimperialism. (5 units)

**162. *Political Sociology***

Analysis of power relations in the United States. Examination of different dimensions of power. Particular emphasis on the development of social protest movements. (5 units)

**176. *Elder Law***

A survey of public policy issues particularly affecting the elderly. Consideration of the legal aspects of death and dying, involuntary commitment, guardianship and conservatorship, age discrimination, public benefit programs, and nursing homes. (5 units)

**193. *Advanced Seminars in Sociology***

Seminars for juniors and seniors on selected issues in sociology or current problems of social relevance. (5 units)

## DEPARTMENT OF THEATRE AND DANCE

*Professor:* Frederick P. Tollini, S.J.

*Associate Professors:* Aldo Billingslea (*Department Chair*), Jerald R. Enos, Barbara Fraser, Barbara Murray, Michael Zampelli, S.J.

*Assistant Professor:* David J. Popalisky

*Senior Lecturers:* Elizabeth Dale, Derek Duarte, Kristin Kusanovich, David Sword

*Renewable Term Lecturer:* Joanne Martin—

The Department of Theatre and Dance celebrates creativity of the human spirit, offering a well-rounded education leading to a Bachelor of Arts degree in Theatre Arts with an emphasis in either theatre or dance. This study involves both academic disciplines and creative processes. These include practice and analysis of skills required in the performing arts; critical evaluation of literature, history, and theory of drama and dance; collaboration in production and public presentation of performance. The department also offers minors in theatre, dance, and musical theatre in cooperation with the Department of Music.

Theatre and dance are distinct but related areas of emphasis. While each has its own set of requirements, students in either emphasis share common courses. Through lectures, studio courses, labs, and productions, students work closely with faculty and staff mentors. The theatre program offers coordinated courses in acting, design, technical production, directing, dramatic literature, and theatre history. Students within the theatre emphasis will have a well-rounded foundation but may focus their study on any of the above areas.

The dance program emphasizes modern dance and choreography, with additional training in jazz and ballet. In these areas, students have many opportunities for performance and production; majors have the option of a senior recital, directing project, design assignment, or a senior thesis. Majors must fulfill the University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree and the department requirements in their emphasis area, theatre or dance.

A degree in theatre arts provides preparation for many career options. Some students continue on to graduate school, perfecting skills in acting, dance, design, directing, or historical studies. Graduates in theatre and dance have successfully pursued careers in professional theatre and dance companies, film, television, arts administration, and teaching. In addition, many have applied their skills in careers outside of theatre—in medicine, law, management, marketing, development, and religion.

A strong liberal arts education is inherent in the study of theatre and dance. Students are encouraged to work with their advisors planning a program that includes courses within their focus area and courses in other departments with related disciplines. Programs that partner well with theatre and dance include: English, music, communication, studio art, psychology, political science, and marketing. Students may combine theatre with various education waiver programs. Courses in theatre and dance can provide students of any major with experience in collaborative work, critical thinking, management, and communication skills.

The minor in musical theatre offers experience and training in an art form that synthesizes the performing arts of music, theatre, and dance as well as aspects of the visual arts and literature. Musical theatre, an important means of entertainment, social commentary and civic engagement both historically and in contemporary society, continues to have a part in Jesuit education that combines personal formation with practical

application for life as an expression of “God’s glory” in the world. Specific objectives of this program include entry-level proficiency for a career or further training in graduate school; the development and practice of audition techniques; performance of acting, singing and theatrical dance; and knowledge of the cultural history and various forms of musical theatre. Two tracks are available within the musical theatre minor, one focused on American musical theatre and the second focused on lyric theatre.

The theatre season usually includes at least four faculty-directed plays, three dance concerts, and student-directed plays and recitals. Participation in departmental productions is open to all members of the University community: students, faculty, and staff. Guest productions by professional dance and theatre companies occasionally form part of the season, and guest artists periodically direct, design, choreograph, or perform in shows with Santa Clara students.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree, students majoring in theatre arts must complete the following departmental requirements:

#### *Emphasis in Theatre*

- THTR 9, 20, 21, 30
- THTR 41, 42, 43
- Two courses from THTR 31, 32, 33
- DANC 46
- THTR 185
- One course from THTR 116, 117, 118
- Five approved upper-division theatre electives; two of which must be in alternate specializations: acting, design/technical, directing, history/literature, playwriting
- Four units of THTR 39/139

#### *Emphasis in Dance*

- THTR 9, 20, 30
- Two courses from THTR 11, 12, 13
- DANC 40 or DANC 43
- DANC 46, 47, 48, 49
- One course from THTR 31, 32, 33
- DANC 143, 146, 147
- One course from DANC 140, 141, 142, 145, 148
- One course from DANC 162, 166, 189
- Three approved upper-division theatre and dance electives
- Four units of THTR 39/139

## REQUIREMENTS FOR THE MINORS

Students must fulfill the following requirements for a minor in theatre or dance:

### *Minor in Theatre*

- THTR 10, THTR 20 or THTR 8, THTR 30 or THTR 31
- One approved theatre and dance elective
- Four approved theatre and dance courses
- THTR 39/139

### *Minor in Dance*

- THTR 10
- DANC 46, DANC 47, DANC 48, DANC 49
- Four units of ballet or jazz
- DANC 143, DANC 146, DANC 147
- One theatre and dance elective
- THTR 39/139

### *Minor in Musical Theatre*

- MUSC 1, 1A, 34
- THTR 20
- Two courses from DANC 40 (recommended for the American musical theatre option), DANC 43 (recommended for either option), DANC 46 (recommended for the lyric theatre option)
- THTR 123
- MUSC 60/160

Students in the American musical theatre option must also complete:

- DANC 155
- THTR 165, 180

Students in the lyric theatre option must also complete: MUSC 103, 109, 150 151

## LOWER-DIVISION COURSES: THEATRE

### **8. Acting for Nonmajors**

Through standard theatre games, exercises, monologues, and scenes, students will explore, via Stanislavski's "method of physical action," basic principles of the acting craft. (4 units)

### **9. Defining the Performing Artist**

Being in tune as a performing artist means being aware of the connection between body, mind, and spirit. Topics include discussion of professional résumés, head shots, auditions, and career choices. Also, the implications of being a performing artist, body image and awareness, self-esteem, lifestyle/health choices, nutrition and diet, and stress management strategies. (2 units)

### **10. Introduction to Theatre Arts**

Creating a show: basic performance and production skills leading to theatrical presentation. (4 units)

### **11. Performance and Culture I**

Interdisciplinary study of Western culture through the arts of music, theatre, and dance. Ancient Greece and Rome and the medieval world are the focus in this first of a series of three courses. *Also listed as MUSC 11.* (4 units)

### **12. Performance and Culture II**

Interdisciplinary study of Western culture through the arts of music, theatre, and dance. The Renaissance in Italy and England, 17th-century France, the Enlightenment and Romanticism. *Also listed as MUSC 12.* (4 units)

### **13. Performance and Culture III**

Interdisciplinary study of Western culture through the arts of music, theatre, and dance. 19th- and 20th-century Romanticism, modern, and contemporary eras. *Also listed as MUSC 13.* (4 units)

### **14. Chicano Theatre**

Study of performance of the "acto," Hispanic American Theatre's basic form of theatrical expression. Offered in alternate years. (4 units)

### **15. Acting for Nonmajors in Multicultural Plays**

Students will perform in multicultural plays, attend live performances, and study Stanislavski's "method of physical action." (4 units)

### **17. Creative Dramatics and Puppetry**

Exploration of how children develop through dramatic play. Structuring of creative learning experiences based upon dramatics. Storytelling, problem solving, discovery learning, dramatization, and various forms of puppetry. (4 units)

### **20. Acting I**

Foundation of the acting curriculum; improvisation, theatre games, open scenes, and monologues used to explore Stanislavski's "method of physical action." *Priority given to theatre arts majors.* (4 units)

### **21. Voice I**

Study of vocal production and technique for the stage. Principles of the Alexander Technique and other sources are used to learn vocal production and mechanics for building and maintaining the voice. Required for majors in theatre and dance. *Priority given to theatre arts majors.* (4 units)

### **24. Acting II**

Builds on the skills acquired in Acting I. Application of the concepts of "objective, actions, and qualities of action" to scripted material. Rehearse and perform scenes from plays by American playwrights bringing foundation skills to physical life. *Prerequisite: THTR 20.* (4 units)

### **27. Children's Theatre Production**

The development and production of traditional and bilingual theatre for children. Focus is on ethnic folk tales and social justice issues. Touring production. (2 quarters/2 units each quarter)

### **29. Rehearsal and Performance**

Active participation in the preparation and performance of departmental productions as actors, assistants to the director, dancers, and choreographers. Individual design/technical assignments. May be repeated for a total of 8 units. *Prerequisite: Approval of director of production.* (2 units)

### **30. Introduction to Design**

Explores the role of design as a part of the production process. Includes a study of



the elements and principles of design as they apply to scenic, lighting, and costume design. Also included: design development and the role of each designer in the production. (4 units)

### 31. *Introduction to Production*

Overview of the organization, concepts, terminology, and skills involved in technical theatre. (4 units)

### 32. *Costume Construction*

Introduction to making costumes: fabric/textile studies, sewing techniques, dyeing and ornamentation, and costume crafts. (4 units)

### 33. *Stage Lighting*

Principles and practice. Color, instrumentation, basic electricity, and electronics. Elementary design theory and practice. (4 units)

### 35. *Technology and Theatre*

An introduction to computer applications as an aid to design, problem solving, and management in theatre. (4 units)

### 36. *Makeup for Stage*

Basic principles of makeup for the stage. Youth, old age, and special problems. Use of all media. (2 units)

### 37. *Graphics and Rendering for Theatre Design*

Introduction to graphic representation. Drafting, mechanical perspective, free-hand drawing, isometrics, white model development, painter's elevation, rendering, and portfolio presentation. Offered in alternate years. (4 units)

### 38. *Scene Painting*

Introduction into the styles, techniques, and application of scenic art as it relates to the theatre. This includes color theory, light and shadow, and the interpreting of

a painter's elevation and/or scenic research for the stage. Projects include wood graining, stone, marble, and foliage. Offered in alternate years. (4 units)

### 39. *Production Workshop*

Training in development of technical skills for stage production. Directed work in scenery and costume construction, lighting, sound, and stage management. May be repeated for a total of 8 units. Not applicable to paid work hours or to laboratory hours connected with stagecraft courses. (2 units)

### 40. *Costume Crafts and Fashion Accessories*

This class will cover more advanced sewing and costume craft skills such as corset making, hat making, and jewelry making. Offered in alternate years. *Prerequisites: THTR 32 or by permission of instructors.* (4 units)

### 41. *Theatre History I*

First in a three-course sequence exploring the development of Western theatre as an art form and a complex social institution. Theatre History I begins in pre-history, considering various theories that try to account for the origin of theatre, and continues with a study of the texts and performance practices of ancient Greece, Republican and Imperial Rome, and Medieval Europe. (4 units)

### 42. *Theatre History II*

Second in a three-course sequence exploring the development of Western theatre as an art form and a complex social institution. Theatre History II begins with the transition from pre-modern to modern theatrical practice, and involves studying Western texts and performance practices of the 16th, 17th and 18th centuries. (4 units)

### 43. *Theatre History III*

Third in a three-course sequence exploring the development of Western theatre as an art form and a complex social institution. Theatre History III begins with Romantic movement and involves studying Western texts and performance practices of the 19th, 20th, and 21st centuries. (4 units)

### 65. *Multicultural Theatre*

Addressing social, ethnic, and gender issues from several groups outside the dominant culture through diverse types of theatre, including, but not limited to, Asian American, Hispanic, African American, gay, and lesbian theatre. (4 units)

### 68. *Special Topics: Playwrights' Workshop*

Workshop focuses on the development of a script or performance piece centered on a particular chosen theme. May include

research, interviews, improv, and script development. Offered in alternate years. (4 units)

### 80. *Musical Theatre Production Workshop*

Gives students the opportunity to perform in a musical theatre production workshop that covers the study of songs and scenes from a wide variety of musicals. The class presents an original cabaret performance at the end of the quarter. *Prerequisites for majors: THTR 20, THTR 21, DANC 46 (THTR 24 and DANC 40 recommended). Prerequisites for minors: THTR 20, DANC 40, DANC 155, MUSC 1.* (4 units)

### 99. *Independent Study*

Directed reading and/or research. *Prerequisite: Written proposal must be approved by the instructor and department chair one week prior to registration.* (2-4 units)

## UPPER-DIVISION COURSES: THEATRE

### 110. *Medieval Theatre*

Course considers the range of theatrical activity in Western Europe during the Medieval period (c. 500-1500 CE). Considers historical documents, play texts, and secondary sources in its aim to discover how Medieval theatrical performances both revealed and constructed the culture of the Middle Ages. (5 units)

### 111. *English Drama I*

*Also listed as ENGL 113.* For course description see ENGL 113. (5 units)

### 112. *Topics in Theatre and Drama prior to 1700*

Course topics include: Medieval Drama, Commedia Dell'Arte, Elizabethan and Restoration Drama, Classic Drama East and West. *Also listed as ENGL 112.* (5 units)

### 113. *Topics in Theatre and Drama after 1700*

Course topics include: Neo-Classical Drama and 19th-Century American Theatre. *Also listed as ENGL 112.* (5 units)

### 116. *Shakespeare's Tragedies*

*Also listed as ENGL 116.* For course description see ENGL 116. (5 units)

### 117. *Shakespeare's Comedies*

*Also listed as ENGL 117.* For course description see ENGL 117. (5 units)

### 118. *Shakespeare Studies*

*Also listed as ENGL 118.* For course description see ENGL 118. (5 units)

**119. Modern American Theatre History (1915–present)**

A study of the significant cultural and literature trends in American theatre. Offered in alternate years. *Also listed as ENGL 119.* (5 units)

**120. Acting Styles I: Shakespeare**

Techniques for performing the works of William Shakespeare and other Elizabethan playwrights. Learn scansion and perform sonnets, monologues, and scenes from plays. *Prerequisites: THTR 21, THTR 24, DANC 46.* (5 units)

**122. Acting Styles II: Acting for the Camera**

Specific techniques of acting in commercials, television, industrials, and film. Perform scenes in front of the camera to achieve understanding of the differences and similarities of acting in this media and theatre. *Prerequisites: THTR 21, THTR 24, DANC 46; majors must also take one of the following courses: THTR 31, 32, or 33.* (5 units)

**123. Acting Styles III: Musical Theatre**

Study of the techniques of acting in this special genre including phrasing, interpretation of lyrics, and auditioning. *Prerequisites for majors: THTR 21, DANC 46 (THTR 24, DANC 40 recommended), and one of the following courses: THTR 31, 32, or 33; prerequisites for musical theatre minors: THTR 20 (DANC 40 and MUSC 33 recommended).* (5 units)

**124. Acting Styles IV: Advanced Acting for the Camera**

Advanced study of acting for the camera with special attention to Modern American plays. For part of the class students will work in the television studio directed by communication majors utilizing a three-camera shoot. *Prerequisites: THTR 24, THTR 122; majors must also take one*

*of the following courses: THTR 31, 32, or 33.* (5 units)

**125. Special Topics**

A scene study course that may include specific playwrights or styles—Chekhov, Ibsen, Greek, Absurdist, Brecht, Meisner, or other styles depending on departmental needs or instructor expertise. *Prerequisites: THTR 20 and approval of the coordinator of the acting program.* (5 units)

**127. Children's Theatre Production**

For course description see THTR 27. (2 units)

**129. Rehearsal and Performance**

For course description see THTR 29. (2 units)

**130. Technical Design**

The design process: adapting scenic elevations to building scenery. Transformation of scene designs to carpenter drawings; standard building methods, stage machinery solutions, and budget-regulated design options. Offered in alternate years. (5 units)

**131. Sound Design**

Principles of sound in theatre production. Emphasis on practical applications and equipment use; digital and automation sound theories. Offered in alternate years. *Prerequisite: THTR 30 or equivalent.* (5 units)

**132. Lighting Design**

Application of lighting skills to production design. Offered in alternate years. *Prerequisite: THTR 33 or equivalent.* (5 units)

**133. Scene Design**

Application of graphic skills to scenic design. Styles, scene painting technique, set décor. Offered in alternate years. *Prerequisite: THTR 37 or equivalent.* (5 units)

**134. Costume Design**

Principles of costume design for the stage. Application of design elements to convey character and production concepts. Period research, style, and rendering techniques. Offered in alternate years. (5 units)

**136. Advanced Scene Painting**

A study into the historical styles of Trompe L'Oeil and Grisaille and their application to scenic art for the theatre. This will include the scaling and transferring of images for large scale projects. Projects include architectural reliefs, fabric/drapery, and ornamentation. Offered in alternate years. (5 units)

**137. Pattern Drafting and Draping**

Drafting and draping techniques for a basic bodice, skirt, sleeve, and collars, and techniques for developing variations. Emphasis on drafting period garments. Offered in alternate years. *Prerequisite: THTR 32 or permission of instructor.* (5 units)

**138. Production Management**

Designed to acquaint students with the complexities of managing productions from the audition process to final performance. Directing, lighting, scenic production, sound, cueing, budgets, and personnel management are aspects that will be touched upon in class. Offered in alternate years. (5 units)

**139. Production Workshop**

For course description see THTR 39. (2 units)

**151. Fashion, Politics, and Issues of Gender**

Historical exploration of fashion not merely as a matter of personal taste, but as a sight for examining the interconnections among power, politics, gender, and ethnicity. The course will consider the

role of fashion in constructing gender and ethnic identities, social and political structures, and fomenting revolution. Offered in alternate years. (5 units)

**159. Writing and Performing Poetry**

*Also listed as ENGL 126.* For course description see ENGL 126. (5 units)

**160. Literature and Performance**

Adapting literature (poems, novels, short stories, diaries, etc.) for the stage, and writing complete scripts for performance and production. Theories of both narrative and dramatic structures. *Also listed as ENGL 191.* (5 units)

**161. American Theatre from the Black Perspective**

An exploration of the contributions Black artists have made to enrich the American theatre as playwrights, actors, designers, and directors. Offered in alternate years. *Also listed as ENGL 192.* (5 units)

**164. Women in Theatre**

Seminar designed to reflect on the various roles women have played in the modern American theatre. Offered in alternate years. (5 units)

**165. History of American Musical Theatre**

A cultural look at musical theatre as an American art form, which has its roots in vaudeville, burlesque, and minstrel shows. Offered in alternate years. (5 units)

**167. Gender and Performance**

Exploration of issues of gender and sexuality as they are performed in theatre, music, dance, and contemporary performance art. Offered in alternate years. (5 units)

**168. Special Topics: Playwrights' Workshop**

Workshop focuses on the development of a script or performance piece centered on a particular chosen theme. May include research, interviews, improv, and script development. Offered in alternate years. (5 units)

**170. Playwriting**

Critical analysis of dramatic structure for the playwright. Scenarios, character studies, writing of original plays. *Also listed as ENGL 193W.* (5 units)

**171. Advanced Playwriting**

Continuation of THTR 170. *Also listed as ENGL 193.* (5 units)

**173. Screenwriting**

*Also listed as ENGL 173.* For course description see ENGL 173. (5 units)

**176. Arts Administration**

Multidisciplinary studies (art, music, theatre) in problems of arts administration. (5 units)

**180. Musical Theatre Production Workshop**

Gives students the opportunity to perform in a musical theatre production workshop that covers the study of songs and scenes from a wide variety of musicals. The class will have a presentation at the end of the quarter. *Prerequisites for majors: THTR 20, THTR 21, DANC 46 (THTR 24 and DANC 40 recommended). Prerequisites for minors: THTR 20, DANC 40, DANC 155, MUSC 1.* (5 units)

**181. Classical Tragedy**

*Also listed as CLAS 181 and ENGL 110.* For course description see CLAS 181. (5 units)

**182. Classical Comedy**

*Also listed as CLAS 182 and ENGL 111.* For course description see CLAS 182. (5 units)

**185. Dramaturgy**

Play analysis in the context of theatrical genres and historic period cultures. *Also listed as ENGL 195.* (5 units)

**186. Stage Directing**

Basic course in the problems, techniques, and theory of directing plays for the live theatre. *Prerequisites: THTR 20 and THTR 185.* (5 units)

**187. Seminar in Theatre and Dance before 1700**

Topics may include: Medieval Religious Drama and Performance, Shakespeare Seminar, and Antitheatricalism. Can be repeated for credit as topic varies. (5 units)

**189. Seminar in Theatre and Dance after 1700**

Topics may include: The Musical Theatre of Stephen Sondheim, Asian Drama, and the works of August Wilson. Can be repeated for credit as topic varies. (5 units)

**190. New Playwrights' Festival**

In this workshop course we will engage with the process of moving a play from "the page to the stage." Students will first engage with a series of generative and analytic dramaturgical exercises. Then, working with student actors and directors in a collaborative rehearsal period, students will interact with their play in motion, gaining information of further entry into the work. The class culminates in a festival of staged readings. *Prerequisites: THTR 170 and permission of instructor.* (5 units)

**193. Peer Educator in Theatre**

Students will assist instructors in theatre classes. *Prerequisite: Mandatory training workshop.* (1-2 units)

**194. Senior Creative Project**

Capstone project showcasing playwriting or performance art skills. *Prerequisites: Permission and approval of the head of the directing/playwriting program. Must have completed technical requirement and have stage-managed a student or main stage production.* (5 units)

**195. Senior Project: Design/Technical**

Students serve as designers for sets, costumes, lights, or sound, or as technical directors for a departmental production. *Prerequisite: Approval of design faculty.* (5 units)

**196. Senior Project: Directing**

Project in directing. A short play, fully staged. *Prerequisites: THTR 20, 30, 41, 42, 43, 138, 185, 186. Successful completion of stage crew assignments that include: run crew for two departmental productions, and stage manager for a one-act play or departmental play. Permission of the head of the directing program.* (5 units)

**197. Senior Thesis**

A senior thesis in history/literature/dramaturgy. The thesis would be written for the advisor in consultation with other committee members. Upon completion of the thesis, an oral defense will take place before a selected committee. *Prerequisite: Faculty approval.* (5 units)

**198. Practicum**

Reserved for projects with recognized institutions outside the University. *Prerequisite: Written proposal must be approved by instructor and department chair one week prior to registration.* (1-5 units)

**199. Independent Study/Directed Reading/Directed Research**

Two areas of directed study: creative projects in directing, choreography, technical production, design, playwriting, administration, or directed reading and/or research. *Prerequisite: Written proposal must be approved by the instructor and department chair one week prior to registration.* (2-5 units)

**LOWER-DIVISION COURSES: DANCE****4. The Physics of Dance**

Explores the connection between the art of dance and the science of motion with both lecture/discussion sessions and movement laboratories. Topics to include: mass, force, equilibrium, acceleration, energy, momentum, torque, rotation, and angular momentum. Movement laboratory will combine personal experience of movement with scientific measurements and analysis, in other words: "dance it" — "measure it." This is a lab science course, not a dance technique course. *Also listed as PHYS 4.* (4 units)

**29. Rehearsal and Performance**

Active participation in the preparation and performance of departmental productions as actors, assistants to the director, dancers, and choreographers. Individual design/technical assignments. May be repeated for a total of 8 units. *Prerequisite: Approval of director of production.* (2 units)

**40. Jazz Dance I**

Introductory course in jazz dance with no previous training required. Introduces body isolation, rhythmic awareness, movement coordination, and jazz styles through performance of dance combinations. (2 units)

**41. Jazz Dance II**

Continuation of jazz fundamentals introduced in DANC 40 with emphasis on learning and retaining longer combinations. (2 units)

**42. Jazz Dance III**

Continued study of jazz dance at an intermediate level with emphasis on technique, flexibility, balance, control, muscle tone, and retaining long combinations in a variety of jazz styles. Students choreograph final projects. (4 units)

**43. Ballet I**

Introductory course in ballet with no previous training required. Develops individual strength, flexibility, and coordination through classical ballet technique. Includes barre and floor combinations. (2 units)

**44. Ballet II**

Continuation of ballet fundamentals introduced in DANC 43 with emphasis on discipline, coordination, and developing practical performing skills in classical ballet technique. Includes barre and floor combinations. (2 units)

**45. Ballet III**

Continued study of ballet at intermediate level, encouraging technical and performing proficiency. Focus on correct alignment and developing artistic expression. Includes barre exercises and intermediate-level floor combinations. (4 units)

**46. Modern Dance I**

Introductory course in modern dance with no previous training required. Introduces the expressive potential of dance through modern dance technique. Emphasis on flexibility, strength, and alignment practiced through standing and floor exercises. Movement improvisation explores qualities of motion. (2 units)

**47. Modern Dance II**

Continuation of modern dance fundamentals introduced in DANC 46 with emphasis on technique, flexibility, coordination, and creativity. (2 units)

**48. Modern Dance III**

Continued study of modern dance at an intermediate level. Emphasis on release techniques, rhythmic precision, and spatial principles through extended combinations and movement improvisation. (4 units)

**49. Dance Composition**

Traditional approaches to compositional problems of form and design, time and rhythm, energy flow and force in dance as an art form. (4 units)

**50. Tap I**

Introductory course in tap dance with no previous training required. Develops better coordination, rhythm, and timing. Strengthens the feet and legs. Basic tap terminology and steps. (2 units)

**51. Tap II**

Continuation of tap fundamentals introduced in DANC 50. A series of regulated and controlled rhythmical movements of the body, accompanied by music, which develops a sense of rhythm and coordination. Learn tap steps and apply them to the art of performance. (2 units)

**52. Afro-Haitian Dance**

Introductory course in Afro-Haitian dance with no previous training required. Basic technique class that introduces the subtleties of the dance, proper body placement, and the rhythmic structure between the dance and the music. Offered in alternate years. (2 units)

**54. Mexican Folklorico Dance**

Introductory course in Mexican folklorico dance with no previous training

required. Course introduces steps and moves from various regional forms of dance from Mexico including Azteca, Quebradita, Danzon, and Salsa Mexican style; plus a very structured form of exercise for footwork called "tecnica" drills to enable the dancer to pick up more intricate and challenging material. Offered in alternate years. (2 units)

**56. Pilates**

Pilates is the latest technology for conditioning the human body. Pilates is excellent for building a deep internal strength and an integrated, aligned body for anyone with an active lifestyle, as well as for injury prevention and recovery. *Prerequisite: Permission of instructor.* (1 unit)

**57. Children's Dance Production**

The development and production of creative dances designed for children K-12 (lower or higher grades in alternate years). Focus on improvisation and sharing the art of dance through interactive performance. Touring production. (2 units)

**58. Pilates Mat Class**

Pilates mat classes, based on the pioneering work of Joseph Pilates, are designed to condition the body. Mat classes focus on alignment and breathing. Strengthens the core of the body while freeing-up the joints to aid in flexibility, improving posture, and all around quality of life. *Prerequisite: Permission of instructor.* (2 units)

**59. Introduction to Teaching Dance**

The fundamentals of teaching dance and movement in public and private K-12 settings. How to plan developmentally appropriate curriculum, incorporate the anatomical and artistic fundamentals necessary for a safe and effective technique class, lead creative movement experiences, and integrate dance with other academic subjects. Will include work with children and teens in local schools.

*Prerequisite: Any introductory level dance course.* (4 units)

**60. Kinesiology**

Kinesiology is the study of the mechanics of human motion. Develops a thorough knowledge of human anatomy, specifically the skeletal and muscular systems, and explores the effects of gravity on the moving body. Class work will involve both text and laboratory based learning. (4 units)

**61. Charisma**

Charisma is a student directed, faculty mentored exploration of spirituality, as revealed through the performing arts. Students begin this process in retreat, dedicating time throughout fall quarter for reflection, discovery, and outreach. Charisma culminates in early winter quarter performances through the building of an intimate arts community experience. *Prerequisite: Auditions are held the preceding spring quarter.* (2 units)

**62. African American Dance History**

Exploration of African American dance's contribution to U.S. culture from slavery through the present. How minstrel stereotypes, jazz dance sources, black concert dance and hip-hop reflect racial and social realities in America. (4 units)

**65. Intermediate/Advanced Modern Dance and Video**

Includes extensive integration of video technologies and dance. The mixed-level technique class focuses on alignment, flexibility, strength, complex rhythms, and music interpretation with some improvisation and composition opportunities. Work with digital cameras, learn the basics of lighting, shooting techniques, storyboarding, projections, streaming video to the Web, and how to best document dance on video. (2 - 4 units)

**66. Women in Dance History**

Introduction to significant European and American women dance artists from the 1830s to the present with a focus on their achievements as dancers, choreographers, critics, and scholars within their social context. Views dance through feminist theoretical perspectives to address issues of power, agency, and personal expression in ballet, modern, jazz, and ethnic dance forms. (4 units)

**UPPER-DIVISION COURSES: DANCE****129. Rehearsal and Performance**

For course description, see DANC 29. (2 units)

**140. Advanced Ballet I**

Advanced level study of classical ballet with focus on American and European styles. Includes ballet barre exercises, center adagio, and allegro combinations at intermediate/advanced level. (5 units)

**141. Advanced Ballet II**

Continuation of DANC 140. (5 units)

**142. Advanced Jazz Dance I**

Builds from an assumed intermediate level of jazz dance technique. Emphasis on personal style and performance techniques in advanced jazz dance combinations. (5 units)

**143. Choreography**

Emphasis on the creative process, dynamics, phrasing, and thematic development through choreographing and performing an original group dance. Exploration of aesthetic and stylistic approaches to choreography. *Prerequisite:* DANC 49 or equivalent. (5 units)

**145. Advanced Jazz Dance II**

Continuation of DANC 142. Emphasis on learning longer warm-ups, combinations, and adagio work. Opportunity to

**99. Independent Study**

Includes directed reading and/or research, teaching assistants, and/or focused participation in special projects. *Prerequisite:* Written proposal must be approved by the instructor and department chair one week prior to registration. (2–4 units)

create your own choreography, and learn technique of teaching fellow students. (5 units)

**146. Advanced Modern Dance I**

Intermediate/advanced level study of modern dance technique. Emphasis on release principles, breath control, phrasing, clarity of line, and movement qualities. Improvisation and extended combinations develop performance commitment. (5 units)

**147. Advanced Modern Dance II**

Continuation of DANC 146. Emphasis, through improvisation and combinations, on the temporal component of dance: rhythm, tempo, time signatures, and polyrhythms. (5 units)

**148. Advanced Modern Dance III**

Continuation of DANC 146 and DANC 147. Focus on modern dance styles: lyrical, classical, eclectic, and pedestrian. Emphasis on developing a clear, personal performance style and movement analysis skills. (5 units)

**149. Dance Outreach**

A performance of original creative student work both on and off campus as a representative of the department. Certain outreach venues will be coordinated with the Arrupe Center. *Prerequisite:* Permission of instructor. (2–5 units)

**155. Musical Theatre Dance Styles**

Exploration of musical theatre dance styles. Based on jazz technique, it will consist of warm-ups, basic dance steps, and combinations from musical theatre. Offered in alternate years. (5 units)

**156. Pilates**

Pilates is the latest technology for conditioning the human body. Pilates is excellent for building a deep internal strength and an integrated, aligned body for anyone with an active lifestyle, as well as for injury prevention and recovery. *Prerequisite:* Permission of instructor. (1 unit)

**157. Children's Dance Production**

The development and production of creative dances designed for children K-12 (lower or higher grades in alternate years). Focus on improvisation and sharing the art of dance through interactive performance. Touring production. (2 units)

**158. Pilates Mat Class**

Pilates mat classes, based on the pioneering work of Joseph Pilates, are designed to condition the body. Mat classes focus on alignment and breathing. Strengthens the core of the body while freeing-up the joints to aid in flexibility, improving posture, and all around quality of life. *Prerequisite:* Permission of instructor. (2 units)

**161. Charisma**

Charisma is a student directed, faculty mentored exploration of spirituality, as revealed through the performing arts. Students begin this process in retreat, dedicating time throughout fall quarter for reflection, discovery, and outreach. Charisma culminates in early winter quarter performances through the building of an intimate arts community experience. *Prerequisite:* Auditions are held the preceding spring quarter. (2 units)

**162. African American Dance History**

Exploration of African American dance's contribution to U.S. culture from slavery through the present. How minstrel stereotypes, jazz dance sources, black concert dance, and hip-hop reflect racial and social realities in America. (5 units)

**165. Intermediate/Advanced Modern Dance and Video**

Includes extensive integration of video technologies and dance. The mixed-level technique class focuses on alignment, flexibility, strength, complex rhythms, and music interpretation with some improvisation and composition opportunities. Work with digital cameras, learn the basics of lighting, shooting techniques, storyboarding, projections, streaming video to the Web, and how to best document dance on video. (2 - 5 units)

**166. Women in Dance History**

Introduction to significant European and American women dance artists from the 1830s to the present with a focus on their achievements as dancers, choreographers, critics, and scholars within their social context. Views dance through feminist theoretical perspectives to address issues of power, agency, and personal expression in ballet, modern, jazz, and ethnic dance forms. (5 units)

**189. Social Justice and the Arts**

Explores the dynamics of dance and theatre in the context of social justice in local, national, and international settings. The course will host visiting guest artists and include off-campus experiences. This is a research and discovery opportunity. (5 units)

**193. Senior Project: Dance**

A recital for theatre majors, with dance emphasis, showcasing their performance abilities. *Prerequisite:* Approval of dance faculty. (5 units)

**194. Peer Educator in Dance**

Students will assist instructors in dance classes. *Prerequisite: Mandatory training workshop.* (1-2 units)

**198. Dance Practicum**

Reserved for projects/internships with recognized institutions outside of the University. *Prerequisite: Written proposal must be approved by the instructor and the department chair one week prior to registration.* (1-5 units)

**199. Independent Study**

Various areas of directed study: creative projects in directing, choreography, technical production, design, playwriting, administration, teaching assistants, focused participation in special project, or directed reading and/or research. *Prerequisite: Written proposal must be approved by the instructor and department chair one week prior to registration.* (2-5 units)

**WOMEN'S AND GENDER STUDIES PROGRAM**

*Associate Professors:* Linda Garber (*Program Director*), Nancy Unger

The Women's and Gender Studies Program offers an interdisciplinary program of study for a companion major in women's and gender studies to the student's primary major for the bachelor's degree as well as a minor in women's and gender studies. The program brings together scholars and scholarship on women and gender, areas that have come to occupy an increasingly important place in a number of disciplines in the last quarter century. Areas of inquiry include the participation of women in social and cultural production; the construction of gender and its role as a constitutive element of social, political, economic, and legal structures; feminist theory, and the development of ideas about femininities, masculinities, and sexualities. Gender is examined as it intersects with class, sexuality, ethnicity, and nationality. The program organizes several public events throughout the year focused on gender issues, including lectures, symposia, films, and informal gatherings. Many of these programs are produced in collaboration with other academic departments, student groups, and the University's centers of distinction.

The Women's and Gender Studies Program provides an integrated, interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society. The curriculum offers a solid foundation in women's and gender studies, facilitating graduate study and careers involving gender justice concerns and preparing students for leadership roles in diverse workplaces and communities. Women's and Gender Studies is a companion major; a student must declare a primary major in another discipline (e.g., history, biology, or English) and a second companion major in women's and gender studies.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and College of Arts and Sciences requirements for the Bachelor of Arts degree and the requirements of their primary major, students with a companion major in women's and gender studies must complete the following requirements:

- WGST 195
- WGST 196

- One course from RSOC 41, RSOC 168, RSOC 170, SCTR 26, SCTR 117, TESP 131, TESP 162
- One course from ENGL 69, ETHN 141, SOCI 153
- One course from ANTH 157, ENGL 67, ENGL 69, ETHN 141, HIST 84, HIST 177, HIST 181, HIST 182, POLI 154, SOCI 153, SOCI 157
- One course from ECON 135, ENGL 153, ENGL 154, FREN 113, HIST 56, HIST 143, HIST 144, HIST 150, SOCI 135
- One course from CLAS 141, ENGL 67, ENGL 122 (with sexuality topic only), ENGL 153, ENGL 154, ENGL 156, HIST 177, PHIL 131D, THTR 167
- One course from ENGL 125, ENGL 152, ENGL 156, PHIL 115, TESP 162
- One course from ANTH 90, ARTH 188, CLAS 185, CLAS 186, CLAS 187, COMM 122A, DANC 66, DANC 166, ENGL 68, ENGL 122, ENGL 168, HIST 113, HIST 119, HIST 125, HIST 136, FREN 174, FREN 182, FREN 183, FREN 184, GERM 182, GERM 183, ITAL 113, ITAL 182, PHIL 4, PSYC 154, THTR 151, THTR 164, WGST 50, WGST 75, WGST 76, WGST 198, WGST 199
- Three courses in an emphasis area using one of three options: student's primary major, thematic emphasis (e.g., ethnic studies, sexuality studies, performance/visual culture studies), or a traditional discipline outside student's primary major
- Attend two events per year sponsored or co-sponsored by the women's and gender studies program and prepare a one- to two-page reflective analysis of each event due in the program office within a week of the event

**REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in women's and gender studies:

- WGST 195
- WGST 196
- Five courses from: ANTH 90, ANTH 157, ARTH 188, CLAS 141, CLAS 185, CLAS 186, CLAS 187, COMM 122A, DANC 66, DANC 166, ECON 135, ENGL 67, ENGL 68, ENGL 69, ENGL 122 (with sexuality topic only), ENGL 125, ENGL 152, ENGL 153, ENGL 154, ENGL 156, ENGL 168, ETHN 135, ETHN 141, FREN 113, FREN 174, FREN 182, FREN 183, FREN 184, GERM 182, GERM 183, HIST 56, HIST 84, HIST 113, HIST 119, HIST 125, HIST 136, HIST 143, HIST 144, HIST 150, HIST 177, HIST 181, HIST 182, ITAL 113, ITAL 182, PHIL 4, PHIL 115, PHIL 131D, POLI 154, PSYC 154, RSOC 41, RSOC 70, RSOC 168, RSOC 170, SCTR 26, SCTR 28, SCTR 117, SOCI 135, SOCI 157, TESP 131, TESP 162, THTR 151, THTR 164, THTR 167, WGST 50, WGST 75, WGST 76, WGST 198, WGST 199
- At least four of the seven courses must be upper-division courses
- Courses taken to satisfy the University Core Curriculum, College, or major requirements may also count toward the minor

- Attend two events per year sponsored or co-sponsored by the women's and gender studies program and prepare a one- to two-page reflective analysis of each event due in the program office within a week of the event

### LOWER-DIVISION COURSES: WOMEN'S AND GENDER STUDIES (WGST)

#### **WGST 50. *Introduction to Women's and Gender Studies***

This course examines gender in the lives of women and men, using an interdisciplinary approach to analyze the effects of societal institutions and processes. Particular attention is paid to the development and dynamics of gender inequality; intersections of gender, race, class, and sexuality; and the social construction of gender. (4 units)

#### **WGST 75. *Gender and Technology***

This course examines the impact of gender on the production and use of science and technology. Topics include gender, race and biotechnology; reproductive technology; biological determinism; information technology and equal access; technology in the workplace; the careers and working conditions of scientists, engineers and technicians; plagiarism and

invisible work; eugenics; and the gendered politics of museums. (4 units)

#### **WGST 76. *Violence Against Women***

This course will introduce students to a range of issues that contribute to violent crimes against women. Through readings and lectures, students will be exposed to theory and research about the relationship between gender and sexism, power and privilege, homophobia, and oppression and violence against women. Students will be challenged to think about how they, as bystanders, have the power and responsibility for intervening in violent situations. Students who enroll in the course will be certified to participate in sexual and dating violence prevention education at Santa Clara University. Students must have instructor's permission to enroll in the course. (2 units)

### UPPER-DIVISION COURSES: WOMEN'S AND GENDER STUDIES

#### **WGST 195. *Junior/Senior Seminar***

Seminar focused on critical questions within the interdisciplinary field of women's and gender studies. Course will consider connections between the field and feminist politics/activism in the larger community. Restricted to juniors and seniors with a major or minor in women's and gender studies. (5 units)

#### **WGST 196. *Capstone Project***

Seminar led by the WGST Program director provides an opportunity for WGST students writing their capstone projects to discuss their work in progress. Course required for (and restricted to) WGST majors and minors working on their capstone projects. May be repeated for credit. (1-5 units)

#### **WGST 198. *Internship***

Directed internship in local organizations addressing gender and/or sexuality issues. Open to qualified WGST majors and minors with permission of instructor. (1-5 units)

#### **WGST 199. *Directed Reading/Research***

Independent projects undertaken by upper-division students with a faculty sponsor. To receive credit, the student must submit a formal written proposal and have it approved by the sponsoring faculty member and the program director. The proposal must be submitted before the end of the previous quarter and must meet University requirements for independent study credit. (1-5 units)

### ANTHROPOLOGY COURSES

ANTH 90. Cross Cultural Study of Women  
ANTH 157. Family and Kinship

### ART AND ART HISTORY COURSES

ARTH 188. Women in the Visual Arts

### CLASSICS COURSES

CLAS 141. Love and Relationships in Classical Antiquity  
CLAS 185. Women in Ancient Greece  
CLAS 186. Women in Ancient Rome  
CLAS 187. Family in Antiquity

### COMMUNICATION COURSES

COMM 108A. Communication and Gender

### DANCE COURSES

DANC 66. Women in Dance History  
DANC 166. Women in Dance History

### ECONOMICS COURSES

ECON 135. Gender Issues in the Developing World

### ENGLISH COURSES

ENGL 67. U.S. Gay and Lesbian Literature  
ENGL 68. Literature and Women  
ENGL 69. Literature by Women Writers of Color  
ENGL 122. Film, Gender, and Sexuality  
ENGL 125. Feminist Literary Theory and Criticism  
ENGL 152. Women, Literature, and Theory  
ENGL 153. Asian Gay and Lesbian Cultures  
ENGL 154. Latin American Gay and Lesbian Cultures  
ENGL 156. Gay and Lesbian Cultural Studies

### ETHNIC STUDIES COURSES

ETHN 141. Asian American Women

### HISTORY COURSES

HIST 84. Women in American Society  
HIST 113. Family in Antiquity  
HIST 119. Sex, Family and Crime in Mediterranean Europe, 1300-1800  
HIST 136. Gender, Race, and Class in 20th-Century Europe  
HIST 143. Women in Political Revolutions

HIST 144. Women in African Societies  
 HIST 150. Women in East Asia  
 HIST 177. Gays and Lesbians in US History  
 HIST 181. American Women Since 1900  
 HIST 182. Sex and Family in U.S. History

### MODERN LANGUAGES AND LITERATURES CLASSES

FREN 113. Francophone Cultures and Civilization: Black African Women Writers  
 FREN 174. French Novels and Films: Culture, Gender, and Social Classes  
 FREN 182. Women in French Literature: Authors and Characters  
 FREN 183. 20th-Century French Women Writers  
 FREN 184. 20th-Century French Women Writers in Translation  
 GERM 182. Women in German Literature: Authors and Characters  
 ITAL 113. Cinema e Cultura

### PHILOSOPHY COURSES

PHIL 4A. Ethics and Gender  
 PHIL 115. Feminism and Ethics  
 PHIL 131D. Love and Relationships in Classic Antiquity

### POLITICAL SCIENCE COURSES

POLI 154. Women and Politics

### PSYCHOLOGY COURSES

PSYC 154. Psychology of Women

### RELIGIOUS STUDIES COURSES

SCTR 26. Gender in Early Christianity  
 SCTR 117. Eve, Adam, the Serpent, and the Rest of the Story  
 TESP 131. Feminist Theologies  
 TESP 162. Feminist Visionary Ethics  
 RSOC 41. Women's Spiritualities  
 RSOC 168. Gender and Judaism  
 RSOC 170. Religion, Gender and Globalization

### SOCIOLOGY COURSES

SOCI 135. Gender and Social Change in Latin America  
 SOCI 153. Race, Class, and Gender in the U.S.  
 SOCI 157. Sociology of Family

### THEATRE COURSES

THTR 151. Fashion, Politics, and Issues of Gender  
 THTR 164. Women in Theatre  
 THTR 167. Gender and Performance

## 4

# Leavey School of Business

*Dean:* Barry Posner

*Assistant Dean, Undergraduate Business Programs:* Jo-Anne Shibles

*Assistant Dean, Graduate Business Programs:* Elizabeth Ford

The Leavey School of Business offers professional business education within the larger context of academic excellence in the Jesuit educational tradition. The school provides undergraduate students with both the technical skills necessary for success in business and the ethical, global, and humanistic perspectives that are hallmarks of a liberal education. The undergraduate program strives for a mix of theory and practice and emphasizes the development of leadership skills.

### UNDERGRADUATE DEGREES

The Leavey School of Business confers the degree of Bachelor of Science in Commerce with majors in accounting, economics, finance, management, marketing, and operations and management information systems. A general business minor is also available to non-business students. The school also offers a minor in management information systems and interdisciplinary minors in international business and retail studies.

### REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN COMMERCE

To qualify for the degree of Bachelor of Science in Commerce, students must complete a minimum of 175 quarter-units of credit (of which at least 60 must be in upper-division courses) and satisfy the requirements of the University Core Curriculum, the Leavey School of Business curriculum, and the departmental major.

#### University Core Curriculum

##### *English*

Two courses in composition

- ENGL 1 and 2

One course in business writing

- ENGL 179 or ENGL 183

##### *Religious Studies*

Three courses in religious studies or from the list of other approved courses taken in sequence



**United States**

One course selected from the approved list of courses

**Western Culture**

Two courses in one of the following sequences:

- ARTH 11, 12, and 13
- ENGL 11, 12, and 13
- HIST 11, 12, and 13
- HNRS 11, 12, and 13
- MUSC 11, 12, and 13
- PHIL 11, 12, and 13
- THTR 11, 12, and 13

**World Cultures and Societies**

Two courses

- MGMT 80
- One course from the approved list of area studies/regional courses

**Social Sciences**

One course

- ECON 1

**Mathematics and Natural Sciences**

Two mathematics courses

- MATH 30 and 31 or MATH 11 and 12

One laboratory course in a natural science

**Second Language**

Native English speaking students fulfill this requirement in one of three ways:

- Successful completion of the second course of the first-year, college-level sequence in a classical or modern foreign language
- Demonstration of an equivalent level of proficiency by passing a language proficiency examination supervised by the departments of Classics or Modern Languages and Literatures
- Obtaining a minimum score of 4 on the Advanced Placement Examination in a classical or modern foreign language
- International Baccalaureate and International A level exams

Students for whom English is not their native language may satisfy this requirement by

submitting a petition to the chair of the Department of Modern Languages and Literatures and the chair of the University Core Curriculum Committee with professionally recognized documentation of proficiency in a language other than English. Such documentation includes but is not limited to a TOEFL examination score of 213 computerized or 550 paper and pencil examination.

**Technology**

This requirement is fulfilled by the Data Analysis and Information Systems requirements in the Leavey School of Business.

**Ethics**

One course

- PHIL 6 or MGMT 6

**Leavey School of Business Curriculum: Lower Division****Introduction to Business**

Two courses (to be completed during the freshman year)

- BUSN 70
- OMIS 17

**Leadership Competency**

Two 2-unit courses (four units of credit)

- BUSN 71 (to be taken in the winter quarter of the freshman year)
- BUSN 72 (to be taken in the spring quarter of the freshman year)

Transfer students entering with 44 units or more must complete the leadership competency requirement with MGMT 174.

**Economics**

Three courses

- ECON 1, 2, and 3

**Accounting**

Two courses

- ACTG 11 and 12

Students should take ACTG 11 in the fall or winter quarter of their sophomore year and ACTG 12 in the subsequent winter or spring quarter.

**Data Analysis**

Two courses

- OMIS 40 and 41

**Information Systems**

One course (to be completed by the end of the sophomore year)

- OMIS 34

Students majoring in accounting or operations and management information systems or completing a minor in management information systems may fulfill this requirement differently. See department requirements.

**Leavey School of Business Curriculum: Upper Division****Common Core of Knowledge**

Four courses

- FNCE 121
- MGMT 160
- MKTG 181
- OMIS 108

**Capstone Course**

One course (to be taken during the senior year)

- BUSN 162 (must be completed with a grade of “C” or better)

**MINORS IN THE LEAVEY SCHOOL OF BUSINESS****Minor in General Business**

The Leavey School of Business offers a minor in general business open to non-business students. Students with a minor in general business must complete the following requirements:

**Mathematics and Statistics**

Two courses in mathematics

- MATH 30 and 31 or MATH 11 and 12

One course in statistics

- OMIS 40, MATH 8, PSYC 40, or AMTH 108

**General Business**

One course

- BUSN 70

**Management**

Two courses

- MGMT 80 and 160

**Economics**

Three courses

- ECON 1, 2, and 3

**Accounting**

Two courses

- ACTG 11 and 12

**Finance**

One course

- FNCE 121

**Marketing**

One course

- MKTG 181

**Departmental Minors**

The Department of Operations and Management Information Systems offers a minor in management information systems, and the Department of Economics offers a minor in economics through the College of Arts and Sciences. Descriptions of these two minors and associated requirements can be found in the respective department sections of this chapter.

**Interdisciplinary Minors**

The Leavey School of Business administers two interdisciplinary minors open to business students and non-business students: international business and retail studies. Descriptions of these two minors and associated requirements can be found in Chapter 6, Interdisciplinary Minors and Other Programs of Study.

**GENERAL BUSINESS COURSES****70. Contemporary American Business**

An introduction to the nature, forms, and objectives of the contemporary American business firm and its relation to the environment in which it operates. (4 units)

**71. Foundations of Leadership**

Presents various theories, concepts, and models of leadership through a series of speakers, directed readings, and reflective writing assignments. *Prerequisite: Freshman status.* (2 units)

**72. Business Leadership Skills**

Designed to continue learning from BUSN 71 by introducing and teaching various leadership skills. Course integrates group discussion, selected readings, experiential learning, and reflective engagement experiences. *Prerequisites: BUSN 71 and freshman status.* (2 units)

**143. Entrepreneurship I**

Introduction to entrepreneurship behavior focusing on developing, evaluating, and implementing ideas for new adventures. *Prerequisite: Must be a junior or*

senior business major or permission of instructor. (5 units)

#### **144. Entrepreneurship II**

The practice of business innovation and entrepreneurship with an emphasis on how entrepreneurs communicate ideas, develop products, build organizations, and create lasting businesses. *Prerequisite:* BUSN 143. (5 units)

#### **145. Entrepreneurship Practicum**

An opportunity for select students to apply their entrepreneurial skills in emerging companies. Students who complete this course in addition to BUSN 143, BUSN 144, and an approved upper-division elective will receive a Certificate in Entrepreneurship. *Prerequisite:* BUSN 144. (1-5 units)

#### **162. Business Capstone**

The integration of knowledge from functional business courses with issues of business ethics and demographic diversity in the workplace, all in a global perspective. May be taught in a national policy framework, a corporate strategy framework, or as a quarter-long computer simulation game. Each framework includes a statistical data analysis component and a communication component. Must be completed with a grade of “C” or better. *Prerequisites:* FNCE 121 or FNCE 121S, and MGMT 160 or MGMT 160S, and MKTG 181 or MKTG 181S, and senior standing. (5 units)

#### **173. Leadership Experience**

A seminar for students reflecting on their experience as a leader. Seminar includes selected readings, reflective engagement

activity, personal leadership assessment, and writing assignments. Students who complete this class in addition to BUSN 71 and BUSN 72 or MGMT 174 will receive a Leadership Competency Certificate. *Prerequisites:* BUSN 72 or MGMT 174, and a business major with junior or senior standing. (2 units)

#### **196. Leadership Practicum**

Opportunity for business students to obtain advanced experience leading, facilitating, directing, evaluating, and advising within a Leavey School of Business school-wide or interdisciplinary project, class, or initiative. Generally includes selected readings, reflective engagement activity, personal leadership assessment, and writing assignments. *Requires approval of the assistant dean.* (1-5 units)

#### **197. Civil Society Colloquium**

A colloquium that gives outstanding students the opportunity to interact with each other and with faculty in serious intellectual enterprise. From assigned readings, the class will engage in high-level discussions of policy and other civic issues. (2 units)

#### **198. Internship/Practicum**

Opportunity for upper-division students—typically involved with school-wide or interdisciplinary programs, projects, or initiatives—to work and study in or with profit and nonprofit organizations. Generally includes selected readings, a reflective engagement activity, and a written report. *Requires approval of the assistant dean or dean. May be included as fulfilling a requirement for a major only with permission of that department chair.* (1–5 units)

## CENTERS, INSTITUTES, AND SPECIAL PROGRAMS

### **Accelerated Cooperative Education**

The Accelerated Cooperative Education (ACE) program offers a unique, challenging, and rewarding experience to business students admitted with distinction to the University. Participants receive a program of workshops designed to build, strengthen, and enhance their leadership skills, introductions to ACE business partner companies for a paid summer internship, mentoring by senior executives, and fast-track admission to the Santa Clara MBA program.

### **Leavey Scholars Program**

The Leavey Scholars Program offers special opportunities for undergraduate business students who have established a record of excellence in their Santa Clara studies. Leavey Scholars are invited to enroll in honors sections of selected business courses that are especially rigorous and academically challenging. Successful completion of the program warrants the designation “Leavey Scholar” on the student’s transcript.

### **Center for Innovation and Entrepreneurship**

The Center for Innovation and Entrepreneurship helps members of the Santa Clara University community launch new business ventures by providing networking, educational, and advisory services.

### **Civil Society Institute**

The Civil Society Institute is dedicated to educating students in the classic themes of political economy and their relevance to contemporary policy issues. In addition to a colloquium with undergraduate students, the Institute also hosts public lectures and conferences to create a forum for the Silicon Valley community to explore ideas and policy issues related to classical liberal thought and publishes occasional policy studies. The Institute addresses the enduring questions of social philosophy: What values and public policies promote and sustain a humane, tolerant, diverse, and prosperous society?

### **Food and Agribusiness Institute**

The Food and Agribusiness Institute offers undergraduate and graduate courses on topics affecting the food industry. The Institute sponsors a concentration in food and agribusiness for students pursuing the MBA degree as well as opportunities for students to enhance their educational experience through internships, field trips, and a mentor program. The Institute also sponsors food industry research, conferences, and programs for the food and agribusiness community.

### **Retail Management Institute**

Under the direction of the Retail Management Institute, the Retail Studies Program provides students with a strong business background in the use of consumer information and information technology as well as an opportunity to explore the retail field in depth through both an internship and senior seminars. Students emerge from the program with the qualifications to enter the retail industry in fields such as buying and planning, e-commerce, Internet marketing, store management, global sourcing, and information technology. The Institute also sponsors pre-placement events for participants in the Retail Studies Program.

## DEPARTMENT OF ACCOUNTING

*Professor:* Paul L. Locatelli, S.J.

*Associate Professors:* Michael Calegari (*Department Chair*), Michael J. Eames, Suzanne M. Luttman, Jane A. Ou, Susan Parker, James F. Sepe, Neal L. Ushman

*Assistant Professor:* Yongtae Kim

The Department of Accounting strives to provide high-quality accounting instruction, conduct research that contributes to the understanding of accounting issues, and provide superior service to students and alumni, the profession, the University, and the business community.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce, students majoring in accounting must complete the following departmental requirements:

- ACTG 20, 130, 131, 132, 134, 135, 136, and 138

Accounting majors may use ACTG 134 to satisfy the information systems requirement in the Leavey School of Business curriculum.

### LOWER-DIVISION COURSES

#### 5. *Personal Financial Planning*

Overview of the tools and information necessary for personal business decision making. Includes analysis of financial services, credit and borrowing, taxes, compensation planning, consumer purchases, housing decisions, the time value of money, savings, and investments. Note: Does not satisfy the accounting elective for accounting majors. (4 units)

#### 11. *Introduction to Financial Accounting*

Overview of the role of financial information in economic decision making. Includes topics such as the dissemination of accounting information and its impact on capital markets, and the analysis of corporate annual reports. Coverage of financial statements and their use in determining profitability and the financial condition of a business entity. *Prerequisites:* Sophomore standing and BUSN 70. (4 units)

#### 12. *Introduction to Managerial Accounting*

Introduction to the role of financial information in the decision making of business managers. The objective is to investigate the use of business data in typical managerial functions such as planning, control, and making operational decisions. *Prerequisite:* ACTG 11. (4 units)

#### 20. *Recording Financial Transactions*

Insight into the basic principles and mechanics behind the preparation of financial statements. Focus is on the accounting model, accrual versus cash accounting, and the accounting process. *Prerequisite:* ACTG 11. *Course may not be taken before spring quarter of the sophomore year.* (2 units)

## UPPER-DIVISION COURSES

#### 130. *Intermediate Financial Accounting I*

An in-depth study of the concepts underlying external financial reporting, along with expanded coverage of the basic financial statements. Detailed analysis of the measurement and reporting of current assets, operational assets, and investments, to include the treatment of related revenues and expenses. Significant attention is given to income statement presentation and revenue recognition. *Prerequisites:* ACTG 11 and ACTG 20 and junior or senior standing. (ACTG 20 may be taken concurrently if necessary.) (5 units)

#### 131. *Intermediate Financial Accounting II*

Intensive analysis of generally accepted accounting principles as applied to accounting for liabilities, stockholders' equity, and the statement of cash flows. Accounting for income taxes, pensions, leases, and the reporting of corporate earnings per share. *Prerequisite:* ACTG 130. (5 units)

#### 132. *Advanced Financial Accounting*

The main subject is accounting for business combinations, and the consolidation of financial statements of a parent company and its subsidiaries. A broad spectrum of financial reporting issues in the context of consolidated financial statements is examined. The course also covers partnership accounting, not-for-profit accounting, and other advanced financial accounting topics. *Prerequisite:* ACTG 131. (5 units)

#### 134. *Accounting Information Systems*

Introduction to procedures by which accounting data is captured, processed, and communicated in computerized information systems. The course describes the ways that accounting information systems are designed, used and maintained

by accounting professionals with an emphasis on the internal controls over such systems. *Prerequisite:* ACTG 11 and ACTG 12 and junior or senior standing. (5 units)

#### 135. *Auditing*

Introduction to auditing and the accounting information systems that provide managers with useful and relevant information. Discussion of concepts underlying analysis and design of systems. Focus is on appropriate and cost-effective internal controls in computerized systems and the effects of computerized systems on traditional auditing techniques. Auditors' professional and ethical responsibilities will also be discussed. *Prerequisite:* ACTG 131. (ACTG 131 may be taken concurrently.) (5 units)

#### 136. *Cost Accounting*

Analysis of cost accounting with a strategic emphasis. Selected topics include process costing, activity-based costing, variance analysis, joint cost allocations, and the Theory of Constraints. *Prerequisite:* ACTG 12. (5 units)

#### 138. *Tax Planning and Business Decisions*

A basic introduction to the tax treatment of transactions and events affecting both individuals and businesses and the conceptual framework underlying taxation. Includes issues of importance for successful tax planning with an emphasis on income and expense recognition, individual taxation, and property transactions. Assumes no prior knowledge of the tax law. *Prerequisite:* ACTG 11. (5 units)

#### 150. *Forensic Accounting*

Forensic accounting deals with the application of accounting methods to legal problems, and comprises investigative accounting and litigation support

activities. Investigative accounting (usually referred to as fraud accounting) refers to the role of the accountant in determining the existence and extent of asset misappropriation and/or financial statement fraud. Litigation support activities include those professional services provided by accountants to attorneys in support of civil or criminal litigation. In addition to examining both aspects of forensic accounting, the legal system and the role of the forensic accountant as an expert witness will be discussed. *Prerequisite: ACTG 131.* (5 units)

### **151. Financial Statement Analysis**

Provides a framework for analyzing financial statements and develops skills useful in evaluating company performance, liquidity, solvency, and valuation in the context of the company's strategy and competitive environment from a user perspective. *Prerequisites: ACTG 11 and FNCE 121 or FNCE 121S.* (5 units)

### **152. International Accounting and Financial Reporting**

Understanding similarities and differences in financial reporting practices globally is vital for all organizations involved in international business. The course takes a user perspective to international financial reporting. It examines economic and social factors that affect financial reporting practices, classifies global patterns in financial reporting, and studies the effect of the diversity in financial reporting on corporate investment and financing decisions. Technical issues covered include accounting for foreign currency transactions, accounting for the effects of inflation, international transfer pricing, and international financial statement analysis. *Prerequisites: ACTG 130, MGMT 80, and FNCE 121 or FNCE 121S.* (5 units)

### **161. Junior Contemporary Business Seminar Series I**

A series of seminars that cover topics pertinent to those pursuing a professional accounting career. Students are required to attend sessions with the course instructor, attend seminars sponsored by the Department of Accounting, and choose additional seminars from a list of recommended seminars and presentations offered throughout the University. *Prerequisites: ACTG 12 and ACTG 20. ACTG 20 may be taken concurrently if necessary.* (2 units)

### **162. Junior Contemporary Business Seminar Series II**

A series of seminars that covers topics pertinent to those pursuing a professional accounting career. Students are required to attend sessions with the course instructor, attend seminars sponsored by the Department of Accounting, and choose additional seminars from a list of recommended seminars and presentations offered throughout the University. *Prerequisites: ACTG 12 and ACTG 20. (ACTG 20 may be taken concurrently if necessary.)* (2 units)

### **171. Senior Contemporary Business Seminar Series I**

A series of seminars that cover topics pertinent to those pursuing a professional accounting career. Students are required to attend sessions with the course instructor, attend seminars sponsored by the Department of Accounting, and choose additional seminars from a list of recommended seminars and presentations offered throughout the University. *Prerequisite: Open only to senior declared accounting majors.* (2 units)

### **172. Senior Contemporary Business Seminar Series II**

A series of seminars that cover topics pertinent to those pursuing a professional accounting career. Students are required

to attend sessions with the course instructor, attend seminars sponsored by the Department of Accounting, and choose additional seminars from a list of recommended seminars and presentations offered throughout the University. *Prerequisite: Open only to senior declared accounting majors.* (2 units)

### **194. Peer Educator in Accounting**

Work closely with the department to help students in core accounting classes understand course material, think more deeply about the material, and feel less anxious about testing situations. *Prerequisites: Declared accounting major and permission of instructor and chair required prior to enrollment.* (1 or 2 units)

### **197. Accounting Case Analysis**

A practicum in which students form teams, research accounting issues, present the results of their research, and explain their research recommendations

before a panel of judges. This course may be repeated for credit. *Prerequisite: Enrollment is by permission of the department chair.* (1 or 2 units)

### **198. Accounting Internship**

Opportunity for upper-division students to work in local accounting/corporate firms. Two written reports and the employer's evaluation of the student's work will be required. This course may be repeated for credit, depending on nature of assignment. *Prerequisite: Declared accounting major and permission of instructor and chair required prior to enrollment.* (2, 3, or 5 units)

### **199. Independent Study**

Independent projects undertaken by upper-division students with a faculty sponsor. *Prerequisite: Declared accounting major and permission of instructor and chair required prior to enrollment.* (1-5 units)

## **DEPARTMENT OF ECONOMICS**

*Professors:* Mario L. Belotti (*W.M. Keck Foundation Professor*), William F. Donnelly, S.J., Alexander J. Field (*Michel and Mary Orradre Professor*), John M. Heineke, William A. Sundstrom (*Department Chair*), Thaddeus J. Whalen Jr.

*Associate Professors:* Henry Demmert, Carolyn L. Evans, Linda Kamas, Michael Kevane, Kris J. Mitchener, Helen Popper, Thomas R. Russell

*Assistant Professor:* Dongsoo Shin

*Acting Assistant Professor:* Homa Zarghamee

As one of the social sciences, economics studies how the choices we make as individuals—as consumers and producers, as savers and investors, as managers and employees, as citizens and voters—combine to determine how society uses its scarce resources to produce and distribute goods and services. This practical, useful discipline provides insights into important issues such as the determinants of wealth and poverty; unemployment, inflation, international trade, and economic growth; and success and failure in the marketplace. The rigorous, systematic analysis that the study of economics brings to bear on these and other real-world issues provides excellent preparation for careers in both the private and the public sectors, as well as for graduate study in economics, business, public policy, and law. Economics graduates pursue varied careers in business, law, banking and finance, government service, education, and private consulting. Students considering graduate study in economics leading to a master's or doctoral degree are strongly encouraged to meet with their advisor as early as possible to plan an appropriate course of study.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce degree, students majoring in economics must complete the following departmental requirements:

- ECON 113, 114, 115, and 181 or 182
- Three upper-division economics electives, at least two of which must be completed after ECON 113 and 115

## REQUIREMENTS FOR THE MINOR

Students with a minor in economics through the College of Arts and Sciences must complete the following requirements:

- ECON 1, 2, 3, 113, 115
- Two additional approved upper-division economics courses
- MATH 11 or 30

## LOWER-DIVISION COURSES

### 1. *Principles of Microeconomics*

Introduction to microeconomics and its applications to business decisions and public policy. Topics include supply, demand, and the coordinating role of prices in a market economy; the behavior of business firms, including output and pricing decisions; competition and monopoly; government policies and regulations affecting markets. (4 units)

### 2. *Principles of Macroeconomics*

Determinants of national income and product in the long run and short run;

inflation, unemployment, and business cycles; monetary and fiscal policies. *Prerequisite: ECON 1.* (4 units)

### 3. *International Economics, Development, and Growth*

Analysis of international trade theory and policy, balance-of-payments adjustments and exchange-rate regimes, growth and development, global poverty and inequality, and development-related policy. *Prerequisite: ECON 1 and 2.* (4 units)

## UPPER-DIVISION COURSES

*Prerequisites: Unless otherwise noted, ECON 1, 2 and 3 are required for all upper-division economics courses.*

### 101. *Resources, Food, and the Environment*

Exploration of relationship among food production, resource use, and the environment. Topics include biotechnology, the green revolution, resource depletion, environmental degradation, and food safety. (5 units)

### 111. *Economics of the Environment*

Economic analysis of environmental issues and government policies for environmental protection. Applications to important environmental issues, such as global climate change, water and air pollution, hazardous wastes, biodiversity, and endangered species. *Prerequisite: ECON 1.* (5 units)

### 113. *Intermediate Microeconomics I*

Theory of rational individual choice and its applications to decision making, consumer demand, and social welfare; theory of the firm; production and costs. *Additional prerequisite: Math 11 or 30.* (5 units)

### 114. *Intermediate Microeconomics II*

Determination of price and quality by profit-maximizing firms under different market structures; strategic behavior; general equilibrium; market failure and government policies. *Additional prerequisite: ECON 113.* (5 units)

### 115. *Aggregate Economic Theory*

Macro, or aggregative, aspects of the economy, emphasizing modern macroeconomic models for explaining the level of output, employment, and prices. *Additional prerequisite: Math 11 or 30.* (5 units)

### 120. *Economics of the Public Sector*

Microeconomic analysis of the role of government in the market economy. Supply of public goods and services, government's role in controlling externalities and regulating private industry, and the economics of the political process. (5 units)

### 122. *Money and Banking*

Theoretical, institutional, and historical approach to the study of money and banking, with particular emphasis on the relationship between the monetary and banking system and the rest of the economy. (5 units)

### 126. *Economics and Law*

Economic analysis of law and legal institutions focusing on the common law areas of property, contracts, and torts. (5 units)

### 127. *Public Finance: Taxation*

Analysis of various tax policies and their effect on the economy. Individual income taxes, corporate income taxes, consumption taxes, payroll taxes, state and local taxes, and other alternative forms of taxation. (5 units)

### 128. *Business Cycles and Forecasting*

Study of the nature and causes of economic instability. (5 units)

### 129. *Economic Development*

Causes and consequences of economic growth and poverty in less developed countries; analysis of the role of government policies in economic development. (5 units)

### 130. *Latin American Economic Development*

Examination of the economic development of Latin American countries, with particular emphasis on the relationships between economic growth and their social, political, and economic structures. (5 units)

### 134. *African Economic Development*

Economic problems and development of sub-Saharan Africa with emphasis on the relationships among social, political, and economic factors. (5 units)

### 135. *Gender Issues in the Developing World*

Explores the gendered nature of poverty in the developing world, with special focus on sub-Saharan Africa, using basic economic analysis. (5 units)

### 136. *20th-Century Economic History*

Focuses on the development of the U.S. economy during the 20th century. Topics include the causes and consequences of economic growth, the Great Depression, the rise of government regulation, the

changing role of women in the workforce, and the increasing internationalization of markets during the postwar period. *Additional prerequisite: ECON 115.* (5 units)

### **137. World Economic History**

Development of Western and non-Western economies since the late 19th century. Topics include globalization and economic integration, convergence and divergence in economic growth across countries, international monetary systems, and the impact of alternative policies and institutional regimes on economic performance. (5 units)

### **138. History of Economic Thought**

Origins and evolution of modern economic ideas in their historical and philosophical context. Emphasis on the theories of Adam Smith, David Ricardo, Karl Marx, and the marginalists. (5 units)

### **139. American Economic History**

Study of growth and institutional change in the U.S. economy since colonial times. Topics include early industrialization, the economics of slavery, and the rise of large business enterprises and labor unions. (5 units)

### **150. Labor Economics**

Study of labor productivity, incomes, and employment, and how these are affected by labor organizations and labor legislation. *Additional prerequisites: OMIS 41 and ECON 113.* (5 units)

### **155. Economics of Immigration**

Examines economic impacts of post-1967 immigration to the United States. Topics include determinants of the migration decision, extent of "assimilation" of immigrants into the U.S. educational system and economy, and economic impacts of immigration on natives. *Additional prerequisite: OMIS 41.* (5 units)

### **156. Real Estate Economics**

Economic analysis of real estate markets, including supply of and demand for land and improvements, legal aspects of real estate ownership and transactions, government regulation and taxation of real estate, and real estate markets in urban and regional economies. *Additional prerequisite: OMIS 41.* (5 units)

### **160. The Economics of Poverty and Inequality**

Examines theories and evidence regarding poverty and economic inequality in the United States. Evaluates alternative public policies aimed at combating poverty. (5 units)

### **163. Ethics and Economic Thought**

Use of welfare economics to investigate the issues of distributive justice and market allocation. Topics include utilitarianism, Rawls' maximin principle, Nash fairness, and Arrow's impossibility theorem. *Additional prerequisite: ECON 113.* (5 units)

### **170. Mathematical Economics and Optimization**

Generalization and reformulation of many familiar micro- and macroeconomic models as mathematical systems. Focus on exploring the properties of these models using mathematical techniques. *Additional prerequisites: MATH 12 or 31, ECON 114 and 115 or permission of instructor.* (5 units)

### **172. Game Theory**

Study of multi-person decision problems. Topics include solution concepts for games, strategic behavior, commitment, cooperation, and incentives. Games of complete and incomplete information. Emphasis on applications to real-world economic behavior. *Additional prerequisites: ECON 114 and MATH 12 or 31.* (5 units)

### **173. Econometrics**

Statistical methods to analyze economic data. Estimation and hypothesis testing using multiple regression; time series and cross-section data. *Additional prerequisites: MATH 12 or 31, and OMIS 41.* (5 units)

### **181. International Trade**

Analysis of the theories of international trade and strategic interactions; assessment of the empirical patterns of trade; analysis of the political economy of protection, and applications to policies guiding international competition. (5 units)

### **182. International Finance and Open Economy Macroeconomics**

Analysis of the monetary aspects of international economics, including the balance of payments, exchange rates and foreign exchange markets, speculative attacks and currency crises, and the implications of international trade and capital flows for macroeconomic activity and policy. (5 units)

### **185. Economics of Technological Change**

The economic determinants and consequences of technological change. Topics

include research and development, joint ventures, patents and other intellectual property, university-industry and government-industry collaboration, and the relationship between antitrust and other regulatory policies and technological advances. (5 units)

### **188. Economics Seminar**

Modern economic theories and problems. Satisfies ECON 190 requirement for economics majors in the College of Arts and Sciences. *Admission by invitation only.* (5 units)

### **190. Senior Seminar: Economic Policy and Perspectives**

Application of economic analysis to contemporary policy issues. *Additional prerequisites: OMIS 41; ECON 114 and 115. Must have senior standing.* (5 units)

### **199. Independent Study**

Independent projects undertaken by upper-division students with a faculty sponsor. Independent studies are normally permitted only under special circumstances. *Prerequisite: Written proposal must be approved by instructor and chair at least one week prior to registration.* (1-5 units)

## **DEPARTMENT OF FINANCE**

*Professors:* Sanjiv Das (*Department Chair*), Atulya Sarin, Hersh Shefrin (*Mario L. Belotti Professor*), Meir Statman (*Glenn Klimek Professor*)  
*Associate Professors:* George Chacko, Robert Hendershott, Hoje Jo  
*Assistant Professors:* Haoqing (Carrie) Pan, Mark Seasholes

Finance is at the center of well-managed businesses, from high-technology companies to mutual fund companies. Development of knowledge and managerial skills in the corporate and investment settings are the major goals of the finance program. Graduates with a degree in finance pursue careers as financial analysts, financial planners, investment bankers, stockbrokers, and other specialties. Corporate financial planners and analysts examine which new products and investments will be profitable, analyze the most cost-effective ways to produce them, and determine where to get the money needed to fund new ventures. Personal financial planners and stockbrokers help people make wise investments by selecting good stocks and assembling efficient portfolios.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce degree, students majoring in finance must complete the following departmental requirements:

- FNCE 124 and 125
- Three upper-division finance electives

### UPPER-DIVISION COURSES

#### 121. *Financial Management*

Introduction to the financial questions facing companies and their answers. Topics include stocks and bond valuation, capital budgeting, short- and long-term financing, financial analysis and forecasting, cash management, credit policy and dividend policy. *Prerequisites: ACTG 11 and 12 and proficiency with spreadsheets.* (5 units)

#### 124. *Investments*

Introduction to the nature and functions of securities markets and financial instruments. The formulation of investment goals and policies, trading strategies, and portfolio management. Emphasis on security analysis and valuation. *Prerequisite: FNCE 121 or 121S.* (5 units)

#### 125. *Corporate Financial Policy*

In-depth examination of the interrelationships between corporate investment and financing decisions and their impact on a firm's pattern of cash flows, return, and risk. Special emphasis on the development of analytical techniques and skills for analyzing performance reflected in financial statements. Case studies are used. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 126. *Money and Capital Markets*

Role and function of financial institutions, financial flows, interest rate structures, money, and capital markets. Emphasis on the implications for the formulation of business financial policy.

*Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 128. *Real Estate Finance*

Exploration of the real estate market, including investments in residential and commercial real estate by individuals, partnerships, and trusts. Emphasis is on the valuation and cash flow analysis of these projects and an understanding of financing alternatives. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 130. *Ethics in Finance*

Exploration of the ethical dimension of financial markets. Topics include insider trading, moral hazard, agency, adverse selection, and financial market regulations concerning disclosure, price manipulation, suitability, trading interruptions, margin requirements, and short-sale restrictions. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 141. *New Venture Finance*

Financial modeling for determining the financial health of companies and strategies for their growth. Topics include promoting funding needs, raising capital, and valuing emerging businesses. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 151. *International Finance*

Examination of the functioning of the international monetary system and the financial problems of business firms operating internationally. Transfer of

international payments, foreign exchange rates, balance of payments, international liquidity, investment, financial markets, banking, and financial management. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 163. *Investment Practice*

The practice of portfolio management using a portion of the University's endowment fund to acquire real-life investment experience. Various investment objectives will be explored, including derivatives to protect current positions, fixed income, and equity investments. Course meets once a week over two quarters. *Prerequisites: FNCE 121 or 121S, 124, and instructor approval.* (5 units)

#### 170. *Business Valuation*

Practical valuation tools for valuing a company and its securities. Valuation techniques covered include discounted cash-flow analysis, estimated cost of capital (cost of equity, cost of debt, and weighted average cost of capital), market multiples, free-cash flow, and pro-forma models. *Prerequisites: FNCE 121 or 121S, and 124.* (5 units)

#### 180. *Open Book Management*

Open book management is a system that places finance and accounting at the center

of management processes for decision making and monitoring. The course uses simulation techniques to teach students how to create a corporate culture around the principles of open book management, particularly the treatment of agency conflicts and the use of effective business processes. *Prerequisites: FNCE 121 or 121S, 124 and 125.* (5 units)

#### 198. *Internship*

Opportunity for selected upper-division students to work in companies and non-profit organizations. *Prerequisites: Finance major, junior or senior standing, successful completion of FNCE 121 or 121S, and permission of instructor and chair required one week prior to registration.* (5 units)

#### 199. *Independent Study*

Independent projects undertaken by upper-division students with a faculty sponsor. Independent studies are normally permitted only under special circumstances. *Prerequisites: Declared finance major, junior or senior standing, and written proposal must be approved by instructor and chair one week prior to registration.* (1-5 units)

## DEPARTMENT OF MANAGEMENT

*Professors:* Gregory Baker, David F. Caldwell (*Stephen and Patricia Schott Professor*), André L. Delbecq (*J. Thomas and Kathleen L. McCarthy University Professor*), Terri Griffith, James L. Koch, Dennis J. Moberg (*Gerald and Bonita A. Wilkinson Professor*), Barry Z. Posner (*Dean*), Manuel G. Velasquez (*Charles J. Dirksen Professor of Business Ethics*)  
*Associate Professors:* James L. Hall, Tammy L. Madsen (*Department Chair*)  
*Acting Assistant Professor:* Jennifer Woolley  
*Senior Lecturer:* David R. Palmer

The Department of Management emphasizes both rigorous analysis and managerial application. Courses are offered in organizational behavior and design, human resource management, industrial relations, managerial communication, leadership, and family business management. Additional courses in strategic management, business



and public policy, business ethics, and international management provide a general management perspective. Management majors are those who want to develop balanced general management skills or to specialize in human resource management. Students in other majors who aspire to supervisory or managerial positions will find several of the department electives useful.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce degree, students majoring in management must complete the following departmental requirements:

- MGMT 161
- Four courses selected from MGMT 163, 166, 167, 169, 170, 171, 172, 174, 175, 198, and 199

### LOWER-DIVISION COURSES

#### 6. *Business Ethics*

A normative inquiry into the ethical issues that arise in business and how they should be managed. Attention is given to current moral issues in business, to ethical theories and their implications for these issues, and to the managerial implications. Topics may include truth in advertising, corporate social responsibility, affirmative action, government regulation of business, quality of work life, environmental and resource issues, and ethical codes of conduct. (4 units)

#### 80. *Global and Cultural Environment of Business*

The basic conceptual vocabulary and theories of international trade and of foreign direct investment. Serves as a prerequisite for advanced courses in international business offered by several business disciplines. *Prerequisites: BUSN 70 and ECON 3.* (4 units)

### UPPER-DIVISION COURSES

#### 160. *Organization and Management*

Introduction to organization theory and practice with an emphasis on organizational behavior, inclusive of the contexts of the individual, the group, and the organization as a whole. (5 units)

#### 161. *Management in Organizations*

Introduction to management theory and practice including a historical perspective, and the roles and functions of management, as influenced by a sense of ethics and social responsibility in a global environment. *Prerequisite: MGMT 160 or 160S.* (5 units)

#### 163. *Organizational Theory and Design*

Theory and practice of organizational design. Issues include departmentalization and coordination; the effect of context and technology on structure; and organizational growth, change, and decline. *Prerequisite: MGMT 160 or 160S.* (5 units)

#### 166. *Human Resource Management*

Comprehensive review of the role and functions of human resource management departments in business organizations, with particular emphasis on

selection and placement, training and development, and compensation systems. *Prerequisite: MGMT 160 or 160S, or permission of instructor.* (5 units)

#### 167. *Industrial Relations*

Examination of union-management relations. Why do employees join unions? How are organizing campaigns and elections won? What are typical negotiating behaviors and strategies? Lecture/discussion, case analyses, negotiation and arbitration simulations, guest speakers. *Prerequisite: MGMT 160 or 160S, or permission of instructor.* (5 units)

#### 169. *Business and Public Policy*

The impact of public policy on business and how businesses adapt to and influence public policies. Includes ideology, corporate social responsibility, government regulations, and business political activity. Lectures/discussions; case analyses. (5 units)

#### 170. *International Management*

The international framework for trade and international investment, a critical discussion of the idea of globalization, the design and staffing of multinational organizational structures and multinational strategies. *Prerequisite: MGMT 80. (MGMT 160 or 160S recommended).* (5 units)

#### 171. *Managerial Communication*

Interpersonal and small group communication. Negotiating behavior. Oral and written communication. Integrates theory and skill-building through reading, case analysis, and practice. *Prerequisite: MGMT 160 or 160S, or permission of instructor.* (5 units)

#### 172. *Special Topics in Management*

Offered occasionally to introduce new topics not covered by existing electives. Topics generally reflect the research

interests of the faculty teaching the course. *Prerequisite: MGMT 160 or 160S.* (5 units)

#### 174. *Social Psychology of Leadership*

A conceptual framework for understanding leadership and opportunities for developing leadership skills. This interactive course requires personal reflection into leadership experiences and fieldwork with executives. Note: This course is required for those completing the Leadership Studies Certificate Program. *Prerequisite: MGMT 160 or 160S, or permission of instructor.* (5 units)

#### 175. *Managing Family Businesses*

Issues include managerial and ownership succession, conflicts between family and non-family members, and conflicts between family and business cultures. Students will apply organizational behavior concepts to family business issues and develop a useful framework for analyzing and anticipating those issues. Class design incorporates cases, videos, and guest speakers. *Prerequisite: MGMT 160 or 160S.* (5 units)

#### 198. *Internship*

Opportunity for selected upper-division students to work in local organizations. *Prerequisites: Upper-division standing and approval of the undergraduate committee one week prior to registration.* (1-5 units)

#### 199. *Independent Study*

Independent projects undertaken by upper-division students with a faculty sponsor. *Prerequisite: Written proposal must be approved by instructor and chair one week prior to registration.* (1-5 units)

## DEPARTMENT OF MARKETING

*Professors:* Dale D. Achabal (*L.J. Skaggs Distinguished Professor, Department Co-Chair*), Albert V. Bruno (*W.T. Cleary Professor*), Shelby H. McIntyre (*Department Co-Chair*), Edward F. McQuarrie, Tyzoon T. Tyejee  
*Associate Professors:* Karen F.A. Fox, Kirthi Kalyanam, J. Michael Munson  
*Assistant Professors:* Fabio Caldieraro, Ling-Jing Kao, SuBom Rhee  
*Acting Assistant Professor:* Xiaojing Dong

Marketing operates at the cutting edge of a well-managed organization. Development of decision-making and managerial skills are the major objectives of the Department of Marketing program, with special emphasis in innovation, high technology, retailing, and consumer products. Marketing is the function that links a business to its markets and customers. Marketing acts as the eyes and the ears for a firm, helping managers identify market opportunities and listen to customer needs and wants. It is also the firm's voice, handling communications with customers and deciding on advertising and sales messages. Finally, strategic marketing addresses competitive threats and opportunities, guiding a firm's efforts to deliver superior value. Because customer analysis and competitive advantage are so crucial to business success, a degree in marketing provides a solid foundation for a general management career leading to executive responsibilities. It can also provide the basis for a more focused career in such areas as advertising, retailing, sales, brand management, and market research.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce degree, students majoring in marketing must complete the following departmental requirements:

- MKTG 182 and 183 (to be completed early in junior year)
- Three courses in an area of marketing emphasis chosen from the three below:

### *Business and Technology Marketing Emphasis*

- MKTG 185, 187, 188 (strongly recommended)
- MKTG 175, 176, 186 (recommended)

### *Consumer and Channel Marketing Emphasis*

- MKTG 165, 175, 186, 187 (strongly recommended)
- MKTG 176 (recommended)

### *Individually Designed Marketing Emphasis*

- Courses selected with and approved by the student's marketing faculty advisor and the department chair. The three courses are typically selected from MKTG 165, 175, 176, 178, 185, 186, 187, and 188.

The MKTG 198 Internship elective can be chosen with an internship topic and company which augments the student's career marketing goals. However, MKTG 198 cannot be substituted for a course in the three areas of marketing emphasis.

## UPPER-DIVISION COURSES

### **165. Multi-Channel Retail Marketing**

The design and management of store, catalog, and Internet-based retail channels. Topics include how retailers create value for the producer and the end user, the financial and marketing strategies that underlie retailing formats, target marketing decisions, category management, how retail price promotions work, managing customer service, and the execution of retail marketing decisions in stores, catalog, and the Internet. Mini cases, video cases, an applied project, and guest speakers from industry will be utilized to provide practical illustration of various concepts and stimulate class discussion. *Prerequisite:* MKTG 181 or 181S. (5 units)

### **168, 169. Advanced Retail Seminars**

In-depth examination of a number of topics useful to future executives in a retailing environment. Focus is on the use of consumer information and information technology to improve managerial decision making. Topics include value chains of high-performance retailers, merchandise information systems, personnel and sales force management, negotiation, sales promotion and advertising, communications, merchandising, and retail strategy. *Prerequisites:* MKTG 181 or 181S, MKTG 165, an internship, and permission of instructor. (5 units)

### **175. Internet Marketing**

What is the role of e-commerce in today's marketing environment? How are marketers integrating e-commerce into their marketing activities? What are some of the major problems and opportunities that e-commerce activities pose for the

marketing manager? Project required. *Prerequisite:* MKTG 181 or 181S. (5 units)

### **176. Services Marketing and Management**

Effective marketing and management in service enterprises, including hospitality, tourism, financial services, retailing, health care, education, accounting, telecommunications, technical and information services, among others. Focus on customer satisfaction, service quality, service design and implementation, pricing, and promotion. Use of cases, field trips, and projects to develop and apply course concepts. *Prerequisite:* MKTG 181 or 181S. (5 units)

### **178. Marketing Across Cultures**

The identification and analysis of market segments, with a focus on diverse markets within the United States, as well as cross-border and select international markets. Blends cultural anthropology, sociology, history, and the study of immigration patterns to understand the characteristics of selected segments, and to investigate the influence of these characteristics on consumer behavior. Team project focused on analysis of one segment through interviews, observations, and other research. (Note: This is not a standard international marketing course.) *Prerequisites:* MKTG 181 or 181S and MGMT 80. (5 units)

### **181. Principles of Marketing**

Introduction to the fundamental principles of contemporary marketing. Covers the role of marketing in society, marketing strategy and planning, segmentation, product policy, pricing decisions,

promotion, and distribution. Stresses topical examples. Emphasizes application of basic principles, information sourcing, analytical thinking, and communication skills. (5 units)

### **182. Market Analysis**

Study of the application of marketing research methodology to the solution of business problems. Role of marketing research: its design, execution, analysis, and presentation. Projects and use of computers to analyze data. *Prerequisites: OMIS 41 and MKTG 181 or 181S.* (5 units)

### **183. Customer Behavior**

How consumers process information and make buying decisions. Investigation of influence factors, such as attitudes, personality, culture, motivation, perception, and reference groups on consumer decision making. Decision processes of industrial buyers in business-to-business markets are also studied and compared to those of individuals in consumer markets. Particular emphasis on understanding the decision-making process (both consumer and industrial) and its application to the development of sound marketing strategy. An applied project, videos, and mini-cases are used to illustrate the practical application of various concepts. *Prerequisites: OMIS 41 and MKTG 181 or 181S or permission of instructor.* (5 units)

### **185. Sales Management**

This course puts the student in the role of being a prospective sales or marketing manager. The objective is to provide the student with user-level knowledge of sales concepts and management methodologies necessary to effectively perform and manage the sales function. The format of the course enables the student to apply the use of these concepts to both selling consumer products and to high-tech, industrial direct selling. Project required. *Prerequisite: MKTG 181 or 181S.* (5 units)

### **186. Integrated Marketing Communications**

Introduction to integrated marketing communications (IMC). Provides a basic understanding of communication theory, marketing, branding, integrating marcom tactics, planning, and coordination of IMC programs. Also addresses the marcom tactics of public relations, direct response, advertising, collateral, the Internet, and digital media. Provides students with the skills necessary to plan, execute, and coordinate an integrated marketing communications project/campaign. *Prerequisite: MKTG 181 or 181S.* (5 units)

### **187. Strategic Product Marketing**

Dynamic decision making using a marketing-oriented business simulation. Brand teams make inferences about the business environment, decide on what products to offer, what price to charge, how many salespeople to employ, and how much to budget for advertising, in addition to making production and marketing research decisions. Emphasis on the process of branding and the role of the product/brand manager in a company. *Prerequisite: MKTG 181 or 181S.* (5 units)

### **188. Business-to-Business Marketing**

Overview of how business-to-business (B2B) marketing differs from consumer packaged goods marketing. Learn how to apply marketing principles and conceptual frameworks when business sells to business. Understand how such factors as demand, product, buyers, decision making, and relationships affect B2B marketing strategy. Topics covered include product marketing and new product introduction, channels, Web-based marketing, and electronic design and procurement. Some class sessions will feature leading industry practitioners whose comments are then addressed in lecture, group discussion, and creative problem

solving exercises. Students will learn how companies that account for over half of our gross domestic product go to market, and gain insights into how various Silicon Valley companies meet the challenges of marketing high technology products. Project required. *Prerequisite: MKTG 181 or 181S.* (5 units)

### **197. Special Topics in Marketing**

Occasional current and interdisciplinary courses offered on a one-time or infrequent basis or cross-listed with offerings in other departments. Consult quarterly schedule of classes for description. *Prerequisites: MKTG 181 or 181S and current standing as a marketing major.* (5 units)

### **198. Internship**

Opportunity for upper-division students to work in local firms and complete a supervised academic project in that setting. *Prerequisites: Declared marketing major, either MKTG 182 or 183, and approval of faculty coordinator and chair one week prior to registration.* (1-3 units)

### **199. Independent Study**

Independent projects undertaken by upper-division students with a faculty sponsor. Independent studies are normally permitted only under special circumstances. *Prerequisite: Written proposal must be approved by instructor and chair at least two weeks prior to registration.* (1-5 units)

## **OPERATIONS AND MANAGEMENT INFORMATION SYSTEMS**

*Professors: Robert A. Collins (Naumes Family Professor), Manoochehr Ghiassi, Chaiho Kim (Department Chair and Joseph S. Alemany Professor), Steven Nahmias, Stephen A. Smith, Andrew Starbird*  
*Associate Professors: Narendra Agrawal, Charles D. Feinstein, Andy A. Tsay*  
*Assistant Professors: Aslihan Celik, Wingyan Chung, Manoj Parameswaran*

As an operations and management information systems (OMIS) major, students focus on the use of computer information systems and analytical decision-making methods in business organizations. In addition to mastering the core Leavey School of Business requirements, students specialize in the skills needed to design, implement, and evaluate the computer-based systems that are necessary to manage business operations effectively. In today's fast-changing, information-driven corporate environment, OMIS majors are in a unique position to develop practical, integrated solutions to complex problems. Their training in both information systems and business places OMIS majors on the fast track toward satisfying and exciting careers.

### **REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling University Core Curriculum and Leavey School of Business requirements for the Bachelor of Science in Commerce degree, students majoring in operations and management information systems must complete the following departmental requirements:

- OMIS 30 or OMIS 31 (OMIS majors and minors may use either of these courses to satisfy the Information Systems requirement in the Leavey School of Business curriculum)

- OMIS 105, 106, and 107
- Three courses from OMIS 109, 110, 111, 112, 113, 117, 135, 137, 150, 170, and 173

### REQUIREMENTS FOR THE MINOR

The OMIS department offers a minor in management information systems for both non-OMIS majors in the Leavey School of Business as well as non-business majors. This minor provides non-OMIS majors the opportunity to enhance their understanding of information technology in general and how to apply this technology to their major field of study. Upon completion of the requirements for the minor, a certificate of completion will be awarded to the student.

Students with a minor in management information systems must complete the following requirements:

- OMIS 30 or OMIS 31 (OMIS minors may use either of these courses to satisfy the Information Systems requirement in the Leavey School of Business curriculum)
- OMIS 105 (Database Management Systems)
- Three courses from OMIS 106, 107, 111, 113, 135, 137, 150, and 173

Non-business students with a minor in management information systems must also complete the following requirements:

- One course in mathematics from MATH 7, 11, or 30
- One course in statistics and data analysis from OMIS 40, MATH 8, PSYC 40, or COMM 110
- Three courses in business from BUSN 70, MGMT 160, MGMT 161, MKTG 181, FNCE 121, or OMIS 108

### LOWER-DIVISION COURSES

#### 17. *Introduction to Business Computing*

Use of an integrated set of software tools to solve business problems and communicate results of analysis. Software tools include spreadsheets, databases, graphical tools, and presentation tools. Use of computer networks to access business information. Course is restricted to accounting, finance, economics, marketing, management and OMIS majors; and MIS, general business, economics, retail studies, and information technology and society minors. *Prerequisite: Working knowledge of one word-processing software program.* (4 units)

#### 30. *Structured Programming*

How to develop and implement well-structured programs for business applications using C. Students are required to design and develop several programming assignments using structured programming principles on a variety of computer systems. Foundation for the study of database design and systems programming. Students who receive credit for CSCI 10 (formerly Math 10), COEN 6, COEN 11, or OMIS 31 may not take this course for credit. (4 units)

#### 31. *Business Applications Programming*

Develop and implement business application programs using software tools provided by ASP.NET environment. Software tools used will include Visual Studio Net. Programming languages used will include VB Script, Java Script, and Visual Basic Net. Students will develop both Windows and Web-based applications. Basic concept of database and its uses for e-commerce and e-business will be examined. Students who take CSCI 10 (formerly MATH 10), OMIS 30, COEN 6, or COEN 11 may not take this course for credit. (4 units)

#### 34. *Management Information Systems*

Basic information systems concepts and terminology including different types of information systems. The components of software and hardware systems, and the basic of communication networks as enabling technologies for business. Developing integrated business software with the use of database and/or Web technologies. Exposure to how contemporary business firms use information systems like ERP. (4 units)

#### 40. *Statistics and Data Analysis I*

First in a two-course sequence. Students learn to describe, summarize, and evaluate sets of data using numerical and graphical methods; to quantitatively

express the probability of events and formulate the probability of joint, marginal, and conditional events; to employ probability distributions to describe the probabilities associated with discrete and continuous random variables; to design and evaluate sample data collection plans for quantitative and qualitative data; to measure and evaluate the error associated with parameter estimation using samples; and to construct interval estimates for the population mean and the population proportion. Students analyze real-world data using spreadsheet software. *Prerequisites: MATH 12 or MATH 31 and OMIS 17.* (4 units)

#### 41. *Statistics and Data Analysis II*

Second in a two-course sequence. Students learn to formulate hypotheses about population parameters and define the errors associated with hypothesis testing; to construct confidence intervals and test hypotheses about means, proportions, and variances; to formulate and test hypotheses about multinomial data and independence; to construct and evaluate both simple linear and multiple regression models; and to predict the value of dependent variables using regression models. Analysis of real-world data using spreadsheet software. *Prerequisites: OMIS 40 and OMIS 17.* (4 units)

### UPPER-DIVISION COURSES

#### 105. *Database Management Systems*

Design and use a database for business applications. A three-stage approach to databases: conceptual design using the entity-relationship model, logical design using the relational model, and physical design using indexes. Study of SQL, relational tables, normalization. Use of a database software is required. *Prerequisite: OMIS 30 or OMIS 31 or OMIS 34.* (5 units)

#### 106. *Systems Analysis and Design*

Development of methods of structured systems analysis and design. Emphasis on information systems for business applications. Methods include physical modeling, logical modeling, flowcharts, data flow diagrams, hierarchy (HIPO) models, structured English, entity-relationship diagrams, and structure charts. Application of these tools to a systems analysis and design project is required. (5 units)

**107. Systems Programming**

Discussion of the fundamental concepts of systems programming. Major focus on the overall structure and capabilities of modern operating systems (UNIX/LINUX, Windows, etc.) and how to use operating system facilities to manipulate files and processes. Also covers shells and scripting programming concepts for performing system-level programming assignments on dedicated computer systems. Development of several software assignments utilizing systems programming concepts is required. *Prerequisite: OMIS 30.* (5 units)

**108. Operations Management**

Survey of analysis and design methods for business systems that produce and deliver goods and services. Topics chosen from the following: process analysis, sales forecasting, production planning and scheduling, inventory control, materials requirement planning, quality control, “just-in-time” manufacturing techniques, and supply chain management. *Prerequisite: OMIS 41.* (5 units)

**109. Computer Decision Models**

Methods for solving decision problems encountered in business situations. Emphasis on problem formulation and application of spreadsheet-based algorithms for solution. Linear models and linear programming. Sensitivity analysis. Network models. Integer and nonlinear programming. Decision analysis and value of information. Dynamic analysis and principle of optimality. *Prerequisite: OMIS 41.* (5 units)

**110. Computer Simulation Modeling**

Examination of computer simulation modeling for the design and operation of complex processes or systems. Theory and techniques of simulation and simulation languages such as SLAM, GPSS, and GASP; inventory control; assembly

and job-shop scheduling; and manufacturing process design. *Prerequisites: OMIS 41 and OMIS 30 or OMIS 31.* (5 units)

**111. Computer Communications Systems**

Designed to provide the IS professional with a basic literacy in communication technologies driving the digital economy. Basics of data and telecommunications, LANs, WANs, broadband, analog and digital communications, Internet architecture and concepts, wireless including cellular and WLANs, and market and regulatory issues are covered. Emphasis on being able to assess the business impact of networking technologies; covers state-of-the-art. *Prerequisite: OMIS 30, or OMIS 31, or OMIS 34.* (5 units)

**112. Artificial Intelligence for Business**

The applications of artificial intelligence techniques for designing and implementing expert systems for business and industrial applications. Experience in building simple knowledge-based systems using AI programming languages. *Prerequisite: OMIS 30 or OMIS 31.* (5 units)

**113. Data Warehousing and Business Intelligence**

This course will examine a broad collection of software tools and analytical applications that allow enterprises to analyze data maintained in data warehouses and operational databases for business intelligence. Topics to study include data storage and data integration architecture, enterprise analytics, business intelligence tools and presentations. Students will acquire hands-on experience in building business intelligence applications. *Prerequisite: OMIS 30 or OMIS 31.* (5 units)

**117. Software Development Project**

Integration of system and programming concepts to develop a comprehensive software system. Also presents an overview of software development methodology. *Prerequisite: OMIS 30 or OMIS 31.* (5 units)

**135. Enterprise Resource Planning Systems**

Study of data and process integration across a company onto a single computer system. Analysis of ERP system technologies, including databases. Class project requires setting up an ERP system module using Oracle E-Business Suite. Case studies and guest speakers from industry. *Prerequisite: OMIS 105 or COEN 178.* (5 units)

**137. Object-Oriented Programming**

Introduction to object-oriented design methodology. Discussion of different programming paradigms, concepts of data abstraction, inheritance, and encapsulation. Topics include an overview of Java programming language, classes and objects, data abstraction, inheritance, I/O packages, exceptions, threads and GUI. Development of several programming assignments using Java is required. *Prerequisite: OMIS 30, or OMIS 31, or equivalent.* (5 units)

**145. Competitive Quality**

Slogans like “Quality is Job 1”; “When it absolutely, positively has to be there overnight”; and “The Dependability People” leave little doubt as to the importance of quality in commercial competition. This course explores how quality contributes to competitiveness. The course starts by defining quality and introducing methods for measuring quality. The course investigates variation in quality and its effect on firm performance, and studies methods for monitoring and controlling quality including quality control charts and sampling

inspection. Finally, in light of new developments in operations theory and in technology for tracking and monitoring products, the course also tackles strategic supply chain issues associated with quality. Case studies and field trips are used to bolster student understanding. *Prerequisites: ECON 1 and OMIS 108 or OMIS 108S.* (5 units)

**150. Financial Information Systems**

Course focuses on computer-based financial information systems that allow finance and accounting professionals to acquire and manage a company’s financial system. Topics include the business functions of a financial information system, the technical aspects of the system, and the management issues of implementing such a system. Students will acquire hands-on experience using enterprise resource planning systems. *Prerequisite: OMIS 30 or OMIS 31.* (5 units)

**170. Physical Database Design**

Methodology for design of physical file structures to support single-and multiple-file applications. Query optimization using indexes. Data structures, file structures, file access methods, file manipulation, and algorithmic analysis. *Prerequisite: OMIS 105.* (5 units)

**173. E-Commerce Technologies**

An integrated course discussing topics needed to build, operate, and maintain e-businesses. Topics include scripting languages, mark up languages, security, online transaction, and multimedia operation. *Prerequisite: OMIS 30 or OMIS 31.* (5 units)

**198. Internship**

Opportunity for selected upper-division students to work in local businesses or government units or firms. *Prerequisites: Upper-division standing and approval of*

the undergraduate committee one week prior to registration. Note: A student cannot use a collection of internship courses to satisfy the upper-division course requirement for either the OMIS major or the MIS minor. (1-2 units)

### **199. Independent Study**

Independent projects undertaken by upper-division students with a faculty sponsor. *Prerequisite: Written proposal must be approved by instructor and chair one week prior to registration.* (1-5 units)

# 5

## School of Engineering

*Interim Dean:* James Koch  
*Associate Dean for Undergraduate Studies:* Ruth E. Davis  
*Associate Dean for Graduate Studies:* Aleksandar Zecevic  
*Associate Dean for Research and Faculty Development:* Nam Ling

The mission of the School of Engineering is to educate and serve students for the benefit of the Silicon Valley area, the state, the nation, and the world. The engineering school does this through academic programs that educate professional engineers who practice with competence, conscience, and compassion, through scholarly activities that create and disseminate new knowledge, and through service activities that benefit our various constituencies and humanity in general. The specialized Bachelor of Science programs in Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering are accredited by the Accreditation Board for Engineering and Technology.

All courses offered through the School of Engineering are taught under tenets set forth in the Engineering Honor Code. The Engineering Honor Code is a long-standing Santa Clara tradition instituted at the request of students. The code states: "All students taking courses in the School of Engineering agree, individually and collectively, that they will not give or receive unpermitted aid in examinations or other coursework that is to be used by the instructor as the basis of grading." Students and teachers cooperate and share responsibilities under the code. Teachers are responsible for making clear what aid is permissible and for using procedures that minimize temptations to violate the code. Students are responsible for behaving honorably, for actively ensuring that others uphold the code, and for being responsive to violations. Students and faculty serve on the Honor Code Committee, which handles administration of the code and has full responsibility for establishing panels to hear cases of alleged violations and recommending consequences.

### UNDERGRADUATE DEGREES

The School of Engineering confers the degree of Bachelor of Science with majors in civil engineering, computer engineering, electrical engineering, and mechanical engineering. The engineering school also offers a general Bachelor of Science degree in Engineering that can be individualized to accommodate the interests of a student. There is a predefined track that prepares a student for the field of bioengineering. In addition, the engineering school offers minors in engineering, computer engineering, and electrical engineering as well as an interdisciplinary minor in biomedical engineering. All of the undergraduate engineering programs require students to complete extended course sequences in mathematics and natural science as well as engineering. Success in completing these critical course sequences is highly dependent upon having the necessary technical background at each stage. Accordingly, prerequisites for all engineering courses are strictly enforced.

## REQUIREMENTS FOR THE BACHELOR OF SCIENCE

To qualify for the degree of Bachelor of Science in the School of Engineering, students must complete the minimum number of units specified for the particular major and satisfy the requirements of the University Core Curriculum and the departmental major.

### University Core Curriculum

#### *English*

Two courses in composition:

- ENGL 1 and 2

One course in technical writing as specified in the respective departmental major requirements.

#### *Religious Studies*

Three courses in religious studies or from the list of other approved courses taken in sequence.

#### *United States*

One course from the approved list of courses.

#### *Western Culture*

Two courses in one of the following sequences:

- ARTH 11, 12, and 13
- ENGL 11, 12, and 13
- HIST 11, 12, and 13
- HNRS 11, 12, and 13
- MUSC 11, 12, and 13
- PHIL 11, 12, and 13
- THTR 11, 12, and 13

#### *World Cultures and Societies*

One course from the approved list of area studies/regional courses.

#### *Social Sciences*

One course from the approved list of courses.

#### *Mathematics and Natural Sciences*

Course requirements are specified in the respective departmental major requirements.

#### *Second Language*

Recommended proficiency in one foreign language, which may be achieved in high school.

### Technology

The Technology requirement is fulfilled by one of two options:

- COEN 1
- A combination of (a) ENGR 1, 19, 101, or 110; (b) an engineering course requiring extensive computer usage (COEN 10, 11, 20, or 44, CENG 15, ELEN 33, or approved equivalent); and (c) any upper-division course in the student's major department.

### Ethics

One course in general or applied ethics from the approved list.

## MINORS IN THE SCHOOL OF ENGINEERING

### Minor in Engineering

The School of Engineering offers a minor in engineering open to engineering and non-engineering majors. Requirements for the minor are outlined in the General Engineering section of this chapter.

### Minor in Computer Engineering

The Department of Computer Engineering offers a minor in computer engineering open to engineering and non-engineering majors. Requirements for the minor are outlined in the Computer Engineering section of this chapter.

### Minor in Electrical Engineering

The Department of Electrical Engineering offers a minor in electrical engineering open to engineering and non-engineering majors. Requirements for the minor are outlined in the Electrical Engineering section of this chapter.

### Minor in Biomedical Engineering

The School of Engineering offers an interdisciplinary minor in biomedical engineering designed for students who are science majors in the College of Arts and Sciences, students completing prerequisites for medical school, and engineering majors. Requirements for this minor are outlined in Chapter 6, Interdisciplinary Minors and Other Programs of Study.

## CENTERS, INSTITUTES, AND SPECIAL PROGRAMS

### Cooperative Education Program

The Cooperative Education Program integrates classroom work with practical experience by providing alternate or parallel periods of college education with periods of training in industry and government. The objective of the program is to provide students the opportunity to enhance their academic knowledge, to further their professional development, and to learn how to work effectively as individual contributors and group members. The industrial training is related to the student's field of study and often is diversified to afford a wide range of experience. To qualify for the program, undergraduate students must have

completed at least 90 quarter units and have a grade point average of 2.5 or higher. Credit earned in the program may be used to meet undergraduate degree requirements.

### Engineering Design Center

The Engineering Design Center is a high-performance computing facility dedicated to the support of the educational programs of the School of Engineering. The center has top-of-the-line workstations for student use, commercial application software packages for engineering design and development, compilers for a variety of programming languages, and an Oracle database system. Staff and student assistants are available to assist students in utilizing the hardware and software resources available in the Design Center.

### Center for Nanostructures

The Center for Nanostructures uses state-of-the-art equipment to educate students and to advance the field of nanoscale science and technology. The mission of the center is to conduct, promote, and nurture nanoscale science and technology, interdisciplinary research, and education activities at the University, and to position the University as a national center of innovation in nanoscience education and nanostructures research. Ongoing research projects include On-Chip Interconnect Modeling, Carbon Nanotubes/Nanofibers and Electrical/Biological System Interfaces. Faculty, graduate students, and undergraduate students utilize the center for research projects.

## DEPARTMENT OF APPLIED MATHEMATICS

*Senior Lecturer:* Stephen A. Chiappari (*Department Chair*)

The Department of Applied Mathematics offers only graduate degree programs and operates in a service mode at the undergraduate level. Undergraduate courses offered by the department have been designed to bridge mathematical theory and engineering applications.

### UPPER-DIVISION COURSES

#### 106. *Differential Equations*

First-order linear differential equations, systems of linear differential equations, homogeneous systems of linear differential equations with constant coefficients, the Laplace transform, the solution of differential equations by Laplace transform. *Prerequisite:* MATH 21. (4 units)

#### 108. *Probability and Statistics*

Definitions of probability, sets, sample spaces, conditional and total probability, random variables, distributions, functions of random variables, sampling, estimation of parameters, testing hypotheses. *Prerequisite:* MATH 21. (4 units)

#### 118. *Numerical Methods*

Numerical solution of algebraic and transcendental equations, numerical differentiation and integration, and solution of ordinary differential equations. Solution of representative problems on the digital computer. *Prerequisites:* AMTH 106 and COEN 44. (4 units)

## DEPARTMENT OF CIVIL ENGINEERING

*Professor Emeritus:* E. John Finnemore

*Professor:* Sukhmander Singh (*Wilmot J. Nicholson Family Professor*)

*Associate Professors:* Mark Aschheim, Steven C. Chiesa (*Department Chair*), Reynaud L. Serrette (*Associate Department Chair*)

*Assistant Professors:* Rachel He (*Packard Junior Faculty Fellow*), Edwin Maurer

The Department of Civil Engineering offers a well-balanced undergraduate program that strives to develop graduates who are capable of solving complex problems with fixed and oftentimes limited resources. The application of state-of-the-art skills, a sound understanding of engineering principles, the ability to communicate and articulate ideas, and preparation for lifelong learning are some of the key areas of focus in the civil engineering curriculum. At the completion of the undergraduate program, graduates are well equipped to enter the practice or pursue advanced studies in any of the civil engineering disciplines. The department provides students with the necessary guidance to develop their full potential within the context of their own personal experiences and the expectations of the profession. As graduates of the civil engineering program, junior engineers get involved in the planning, design, construction, and maintenance of the infrastructure that is critical to daily life, including buildings, transportation systems, airports, irrigation systems, water supplies, supply systems, and environmental protection facilities.

The Department of Civil Engineering has worked with its advisory board and other key constituencies to produce the set of Program Educational Objectives shown below. Specifically, the department has committed itself to providing a program that produces graduates who, within five years of graduation, will:

- Contribute positively to the design, construction, maintenance and advancement of civil engineering-based systems critical to a sustainable quality of life in a changing world
- Embrace the University mission and its corresponding goals
- Recognize their professional and personal responsibility to their community
- Recognize the need for a commitment to lifelong learning.

### REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum requirements for the Bachelor of Science degree, students majoring in civil engineering must complete a minimum of 194 units and the following department requirements:

#### *English*

- CENG 192B

#### *Mathematics and Natural Science*

- MATH 11, 12, 13, 21
- AMTH 106 (or MATH 22) and AMTH 108 (or MATH 122)
- CHEM 11



- PHYS 31, 32, 32L, 33, 33L
- CENG 20

### Engineering

- ENGR 1
- ELEN 50
- MECH 10, 121, 122
- CENG 10, 15, 41, 42, 43, 115, 121, 125, 128, 132, 134, 135, 140, 141, 143, 145, 192A, 192C, 193, 194

### Technical Electives

Three technical electives with at least one course from each of the two categories below:

- Design-focused electives: CENG 119, 133, 136, 137, 138, 142, 144, 146, 147, 150
- Analysis-focused electives: CENG 118, 123, 139, 148, 149, 151, 160, 162, 163

The electives should be selected in consultation with an academic advisor to satisfy the requirements of the general civil engineering program or one of the approved emphasis area programs in civil engineering.

## CIVIL ENGINEERING LABORATORIES

The *Computer Simulation and Analysis Laboratory* maintains Windows-based personal computers that are used in course assignments and design projects. Commercial software packages in all the major areas of civil engineering are available on the systems with user documentation available to students.

The *Concrete Testing Laboratory* contains facilities for mixing, casting, curing, and testing concrete cylinders and constructing reinforced-concrete test specimens.

The *Environmental Laboratory* is equipped with instrumentation needed for basic chemical and biological characterization of water, wastewater, and air samples as well as several pilot-scale treatment systems.

The *Geology Laboratory* is equipped with extensive rock and mineral samples as well as topographic, geologic, and soil maps.

The *Hydraulics Laboratory* is shared with the Department of Mechanical Engineering and contains a tilting flume that can be fitted with various open-channel fixtures.

The *Soil Mechanics Laboratory* contains equipment for testing soils in shear, consolidation, and compaction; equipment for other physical and chemical tests; field testing and sampling equipment; and a complete cyclic triaxial testing system with computer controls used for both research and instructional purposes.

The *Structural and Strength of Materials Laboratory* is equipped with three universal testing machines, a closed-loop MTS hydraulic system used for testing of construction materials and assemblies under various load conditions, and a series of digital and analog instruments and high-speed data acquisition and control systems.

The *Surveying Laboratory* has a wide variety of equipment, including self-leveling levels, transits, theodolites, and electronic distance-measuring devices available for instructional purposes.

The *Traffic Laboratory* has electronic volume counters that are used in studies to classify vehicles and measure their speeds in user-specified ranges and periods of time used for instructional and research purposes.

## LOWER-DIVISION COURSES

### 5. *Project Impacts on the Community and the Environment*

Introduction to the decision-making concepts that determine the feasibility of a project. Aspects of project planning, evaluation, and implementation. Identification of impacts on the community and the environment. (4 units)

### 10. *Surveying*

Survey instruments: their use and care. Principles of topographic mapping, linear measurements, leveling, traverses, curves, boundary, and public surveys. Field laboratory. (4 units)

### 20. *Geology*

Development and formation of geologic materials. Significance of structure, land form, erosion, deposition. Stream and shoreline processes. Surface water. Laboratory. (4 units)

### 41. *Mechanics I: Statics*

Resolution and composition of force systems and equilibrium of force systems acting on structures and mechanisms. Distributed forces. Friction. Moments of inertia. *Prerequisites: PHYS 31 and MECH 10.* (4 units)

### 42. *Mechanics II: Dynamics*

Dynamics of a particle. Work and energy methods. Momentum methods. Kinetics of systems of particles. *Prerequisite: CENG 41.* (3 units)

### 43. *Mechanics III: Strength of Materials*

Analysis of stresses and strains in machines and structural members. Analysis of members subject to axial forces, torsion, bending, and combined loads. Stability of columns. Introduction to energy methods. Laboratory. *Prerequisite: CENG 41.* (5 units)

## UPPER-DIVISION COURSES

### 115. *Civil Engineering Materials*

Origin, manufacture, and processing of materials used in civil engineering construction, metals, wood, cement and concrete. Testing methods to determine physical and mechanical properties. Material deterioration and environmental considerations. Laboratory. *Prerequisite: CHEM 11.* (4 units)

### 118. *Construction Engineering*

Construction management. Equipment. Drawings and specifications, cost estimating, bidding. Contracts, bonds, financing, insurance. Labor. Project planning and scheduling. *Prerequisite: Junior standing.* (3 units)

### 119. *Advanced Construction Engineering*

Advanced discussion of project management topics. Design of temporary construction structures. Design for construction. Crane design. Equipment selection techniques. Construction methodologies and materials selection. Materials handling and supply chain management. Risk management. Environmental issues. *Prerequisites: Junior standing and CENG 118.* (4 units)

### 121. *Geotechnical Engineering*

Origin, development, and properties of soils. Classification of soils and applications of engineering mechanics to soils as an engineering material. Water in soils. Soil-testing methods. Compaction, stabilization,

consolidation, shear strength, and slope stability. Laboratory. *Prerequisites: CENG 20 and 43.* (4 units)

### **123. Environmental Reaction Engineering**

Reaction stoichiometry and kinetics. Reactions of environmental significance. Dynamic and equilibrium system modeling. Reactor configurations and their effects on extent of the reaction. Laboratory. *Prerequisites: CHEM 11 or equivalent, AMTH 106, and junior standing.* (4 units)

### **125. Municipal Engineering Design**

Various aspects of civil engineering as applied in municipal (public works) design practice. Maps and plats; site layout and earthworks; drainage; streets and utilities. Design laboratory. *Prerequisite: CENG 10.* (4 units)

### **128. Engineering Economics**

Time value of money. Economic analysis of engineering projects. Planning and capital budgeting. Rate-of-return analysis. Depreciation. Cash-flow analysis. (2 units)

### **132. Structural Analysis**

Analysis of statically determinate beams, trusses, and frames. Influence lines for beams and trusses. Analysis of statically indeterminate structures. Modeling and analysis of structures using commercial software applications. *Prerequisites: CENG 15 and CENG 43.* (4 units)

### **133. Timber Design**

Timber structural systems. Design of structural members for tension, compression, bending, and shear. Design of shear walls and diaphragms. Connection and hardware design and specification. Timber design project required. *Prerequisite: CENG 132.* (4 units)

### **134. Structural Steel Design**

Load and resistance factor design concepts of structural steel design for building

structures. Types of load. Design of individual members including tension members, beams, and columns. Overview of connections. Steel design project is required. *Prerequisite: CENG 132.* (4 units)

### **135. Reinforced Concrete Design**

Ultimate strength design of reinforced concrete members considering flexure, shear, and axial forces. Anchorage and development of reinforcing bars. Laboratory includes experiments to illustrate influence of design requirements on structural behavior. *Prerequisite: CENG 132.* (5 units)

### **136. Advanced Concrete Structures**

Analysis and design of reinforced-concrete and frame-wall structures for gravity and lateral loads; use of strut and tie method for disturbed regions; and introduction to prestressed concrete. *Prerequisite: CENG 135.* (4 units)

### **137. Earthquake Engineering Design**

Introduction to seismic sources, wave propagation, and effects on structures. Spectral representations of demands. Design according to current code provisions, and using simplified pushover methods. *Prerequisite: CENG 132.* (4 units)

### **138. Geotechnical Engineering Design**

Foundation exploration; bearing capacity and settlement analysis; spread foundations; piles and caissons; earth-retaining structures; loads on underground conduits; subsurface construction. *Prerequisites: CENG 121 and 135.* (4 units)

### **139. Groundwater Hydrology**

Groundwater occurrence, flow principles, flow to wells, and regional flow. Groundwater contamination, management, and modeling. Field methods. Field trips. Laboratory. *Prerequisite: MECH 122.* (3 units)

### **140. Water Resources Engineering**

Concepts of various aspects of water resources. Analysis of various aspects of water

resources: hydrologic cycle, evaporation, infiltration, precipitation, snow, flood frequency, and runoff. Impacts of development, land use and climate changes on water supply, and the importance of these changes to society. Laboratory. *Prerequisite: MECH 122.* (4 units)

### **141. Hydraulic Engineering**

Principles of hydraulics; flow in pipes and pipe networks; water hammer and surge tanks; flow in open channels; hydraulic machinery. *Prerequisites: CENG 15 and MECH 122.* (4 units)

### **142. Water Resources Design**

Design of system components for water supply and flood control projects including storage facilities, closed conduits, open channels, well fields, and pumping systems. *Prerequisites: CENG 140 and 141.* (4 units)

### **143. Environmental Engineering**

Water and air quality. Water supply and pollution control; air pollution control. Management of solid wastes. Laboratory. *Prerequisites: CHEM 11, MATH 12 and junior standing.* (4 units)

### **144. Environmental Systems Design**

Design of treatment and distribution systems for potable water. Design of collection and treatment systems for water pollution control and wastewater reclamation. Laboratory. *Prerequisites: CENG 141 and 143.* (4 units)

### **145. Transportation Engineering Design**

Transportation systems analysis. Traffic flow. Highway geometric design, traffic control, transportation planning. Transportation policies and economics. *Prerequisites: CENG 10 and junior standing.* (4 units)

### **146. Design of Cold-Formed Steel Frame Structures**

Introduction to the fundamentals of cold-formed steel frame construction. Review of

current design and construction practice, specifications, standards and codes. Practical design of members and connection detailing. Understanding evaluation reports. *Prerequisites: CENG 133, 134 or 135.* (4 units)

### **147. Pavement Design**

Paving materials. Geometric and structural design of highways. Urban street layout and details. Layout and design of airport runways. *Prerequisites: CENG 121 and 135.* (4 units)

### **148. Structural Systems**

Introduction to principles for choosing structural systems and performance criteria. Fire, sound and thermal requirements for buildings. Estimation of design loads. Approximate techniques for system design and evaluation. Horizontal and vertical subsystems. *Prerequisite: CENG 132.* (3 units)

### **149. Civil Systems Engineering**

Introduction to engineering systems analysis and management technologies and their applications to civil engineering problems such as transportation, assignment, critical path, and maximum flow problems. Topics include linear programming, nonlinear programming, probability, and queuing theory, as well as relevant applications to civil engineering problems. *Prerequisites: MATH 13 and junior standing.* (4 units)

### **150. Traffic Engineering: Design and Operations**

Basic characteristics of motor vehicle traffic, highway and intersection capacity, applications of traffic control devices, traffic data studies, signal design, traffic safety, design of crash barriers. May be taken for graduate credit. *Prerequisite: CENG 145.* (4 units)

### **151. Special Topics in Transportation Engineering**

Coverage of special topics in transportation engineering including dynamic traffic flow forecasting, analysis and application of traffic flow patterns, and static and dynamic

traffic analysis and modeling for short-term and long-term planning and optimization. *Prerequisite: CENG 145.* (4 units)

### 160. GIS in Water Resources

Introduction to Geographical Information Systems (GIS) technology with applications in watershed analysis and hydrology. Obtaining and processing digital information for watersheds, mapping terrain, spatial analysis, computing river networks from digital elevation models, preparing data for hydrologic modeling for water supply and flood studies. *Prerequisite: Junior standing.* (3 units)

### 162. Computational Water Resources

Use of professional applications software to design and evaluate facility components and systems for water resources engineering projects. Laboratory. *Prerequisites: CENG 140 and 141.* (3 units)

### 163. Solid Waste Management

Characterization of solid waste streams. Overview of collection, transport, processing, and disposal options. Waste stream reduction and resource recovery strategies. (4 units)

### 188. Co-op Education

Practical experience in a planned program designed to give students work experience related to their academic field of study and career objectives. Satisfactory completion of the assignment includes preparation of a summary report on co-op activities. P/NP grading. (2 units)

### 189. Co-op Technical Report

Credit given for a technical report on a specific activity such as a design or research project, etc., after completing the co-op assignment. Approval of department co-op advisor required. Letter grades based on content and presentation quality of report. (2 units)

### 192A. Civil Engineering Design Methods

Introduction to problem-solving methodology for design of civil engineering systems and components. Applications of engineering techniques and procedures to civil engineering design. Preliminary design studies and evaluation of alternatives. Environmental impact assessment. Selection of a topic for the Senior Design Project (CENG 193) and initial conceptual design. *Prerequisite: Senior standing.* (2 units)

### 192B. Technical Writing for Civil Engineers

Organization of engineering proposals and reports. General aspects of technical communications. Content and organization of written contract documents. Development of oral presentation skills and strategies. *Prerequisites: ENGL 2 and concurrent enrollment in CENG 192A.* (2 units)

### 192C. Development of Construction Drawings

Content and organization of construction drawings. Advanced CAD techniques. Role of drawings and written specifications. *Prerequisites: MECH 10 and junior standing.* (2 units)

### 193. Senior Design Project I

Investigation of an approved civil engineering project. The design process—including problem formulation, analysis, preliminary design, final design, and plans—is completed. Formal public presentation of results. *Prerequisites: CENG 192A and 192B.* (4 units)

### 194. Senior Design Project II

Continuation of the senior project. Formal public presentation of the results. *Prerequisite: CENG 193.* (2 units)

### 197. Special Topics in Civil Engineering

Subjects of current interest. May be taken more than once if topics differ. (1–4 units)

### 198. Internship

Time off campus with an engineering organization. Different aspects of work in the assigned professional office. Oral and written reports. *Prerequisites: Senior standing and approval of internship coordinator.* (4–5 units)

### 199. Directed Research

Investigation of an approved engineering problem and preparation of a suitable project report. Conferences with faculty advisor are required. *Prerequisite: Junior standing.* (1–5 units)

## DEPARTMENT OF COMPUTER ENGINEERING

*Professors:* Ruth E. Davis (*Robert W. Peters Professor*), Nam Ling

*Associate Professors:* Darren Atkinson, Ronald L. Danielson, Daniel W. Lewis, Qiang Li, Weijia Shang (*Department Chair*), M. Thomas Schwarz, S.J., JoAnne Holliday, Silvia Figueira

The computer engineering program features a balanced core in which each student studies the engineering aspects of hardware and software as well as the mathematical foundations of computation. The computer engineering electives permit students to build on this core with varying emphasis, depending on their interests. Instruction and research in the computer engineering program is supported by the facilities of the Engineering Design Center and the University's Information Technology Center.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum requirements for the Bachelor of Science degree, students majoring in computer engineering must complete a minimum of 187 units and the following department requirements:

### English

- ENGL 182

### Mathematics and Natural Science

- MATH 11, 12, 13, 21
- AMTH 106 (or MATH 22) and AMTH 108 (or MATH 122)
- MATH 53 or CSCI 166 or AMTH 118
- CHEM 11
- PHYS 31, 32, 32L, 33, 33L

### Engineering

- ENGR 1
- ELEN 50, 115, 153
- COEN 11, 12, 19, 20, 21, 70, 122, 146, 174, 175, 177, 179, 194, 195, 196

**Computer Engineering Electives**

Three upper-division courses selected from COEN 100 - 180, ELEN 123 (or MECH 123), 133, and 134 in an emphasis area selected in consultation with an academic advisor.

**Educational Enrichment**

An educational enrichment experience selected from one of the following options:

- Eight or more units in a study abroad program that does not duplicate other coursework
- Cooperative education experience with enrollment in COEN 188 and COEN 189
- Admission to one of the department's master's degree programs and completion of at least the first 12 units of that program prior to completion of the undergraduate degree
- Undergraduate research with completion of 6 or more units of COEN 197
- Twelve or more units selected in consultation with an academic advisor. The courses may not also be used to satisfy University Core Curriculum requirements, but a minor or second major may be used to complete this option.

**Concentrations**

Students majoring in computer engineering may complete one of four concentrations with certification by the department and on the student's transcript.

**Concentration in Information Assurance**

The Committee on National Security Systems and the National Security Agency have certified that Santa Clara University's program in Information Assurance has been reviewed by the National Level Information Assurance Subject Matter Experts and has been determined to meet the National Training Standard for Information Systems Security Professionals, NSTISSI No. 4011. Computer engineering students completing the Concentration in Information Assurance select their course options as follows:

- Computer Engineering Electives: AMTH 387, COEN 250, and one of COEN 150, COEN 252, COEN 253, or CSCI 196. With the exception of COEN 150, students wishing to use these courses to satisfy the computer engineering electives must receive approval from the department chair.
- Educational Enrichment: Either a six-month cooperative education experience in information assurance, preferably with a federal agency or 8 additional units selected from COEN 150, COEN 178, COEN 252, COEN 253, COEN 350, COEN 351, and CSCI 196.
- Senior Design Project: The project should involve security-related activities approved and mentored by designated faculty.

**Concentration in Game Development**

Computer engineering students completing the Concentration in Game Development use COEN 148, 165, and 166 to fulfill their computer engineering electives. In addition,

either the senior design project or the cooperative education experience must be directly related to the concentration.

**Concentration in Web Technologies**

The Computer Engineering Concentration in Web Technologies covers (a) the use of mark-up languages, programming and standards to create content; (b) the infrastructure consisting of servers, Web caches, and content distribution networks to deliver millions of pages to thousands of clients in fractions of a second; and (c) usability—the quality of a system that makes it easy to learn, easy to use, easy to remember, and error tolerant. Computer engineering students completing the concentration in Web Technologies use COEN 161, 162, and 163 to fulfill their computer engineering electives. In addition, either the senior design project or the cooperative education experience must be directly related to the concentration.

**Concentration in Robotics**

Computer engineering students completing the Concentration in Robotics use COEN 120, 165, and 166 to fulfill their computer engineering electives. In addition, either the senior design project or the cooperative education experience must be directly related to the concentration.

**REQUIREMENTS FOR THE MINOR**

Students must fulfill the following requirements for a minor in computer engineering:

- COEN 11, COEN 44, CSCI 10, or OMIS 30
- COEN 12 or CSCI 61
- COEN 20, 21
- Four courses selected from COEN 70 and any upper-division computer engineering lecture courses (i.e., COEN 100 - 180)
- Work completed to satisfy these requirements must include at least two courses beyond any free electives or other courses required to earn the bachelor's degree in the student's primary major.

**COMBINED BACHELOR OF SCIENCE AND MASTER OF SCIENCE PROGRAM**

The Department of Computer Engineering offers a combined degree program leading to the Bachelor of Science and a Master of Science open to students pursuing an undergraduate degree at Santa Clara in either Computer Engineering or Computer Science. Under the combined degree program, an undergraduate student begins taking courses required for a master's degree before completing the requirements for the bachelor's degree and typically completes the requirements for a Master of Science in Computer Engineering or Software Engineering within a year of obtaining the bachelor's degree.

Undergraduate students admitted to the program may begin taking graduate courses no earlier than the fall term of their senior year. Students in this program will receive their bachelor's degree after satisfying the standard undergraduate degree requirements. To earn the master's degree, students must fulfill all the requirements for the degree, including the completion of 45 units of coursework beyond that applied to their bachelor's degree.

No course can be used to satisfy requirements for both the bachelor's degree and the master's degree. Completion of 8 or more units of courses in computer engineering taken for the master's degree satisfies the Educational Enrichment requirement of the undergraduate program. Some courses required in the master's degree programs may be replaced by free electives due to similar undergraduate coursework.

### COMPUTER ENGINEERING LABORATORIES

The *ASIC Testing Laboratory*, operated jointly with the Department of Electrical Engineering, supports research conducted by graduate students from the departments of Electrical Engineering and Computer Engineering. Computer-aided testing packages from industry and the public domain are used in such projects as fault modeling and analysis. Design for Test on RTL-level for digital and mixed signal circuits. Design for reliability based on the defect-based testing.

The *Computer Systems and Parallel Processing Research Laboratory* supports research in systolic array design, interconnection networks, parallel operating systems, formal design verification, expert system development for architectural design, parallel software development methodology, application-oriented parallel algorithms, and VLSI design.

The *Digital Systems Laboratory* (operated jointly with the Department of Electrical Engineering) provides complete facilities for experiments and projects ranging in complexity from a few digital integrated circuits to FPGA-based designs. The laboratory also includes a variety of development systems to support embedded systems and digital signal processing.

The *Distributed Computing Research Laboratory* is designed to support a variety of research activities in distributed computing, including parallel architectures; parallel applications; high-performance, high-speed, local area networks; light-weight protocols; and distributed operating systems.

The *Multimedia Compression Laboratory* supports research in video/audio compression and decompression.

The *Multimedia Education Laboratory* (operated jointly with the Department of Electrical Engineering) is dedicated to the development and delivery of multimedia educational resources and to the development of tools to create and present these resources. The laboratory is equipped with eight UNIX workstations with high-speed ATM networking.

The *Software Engineering Research Laboratory* is a dedicated facility for the support of various research activities aimed at developing engineering techniques and tools that help produce and validate high-quality software. Specific research activities include formal specification and verification methods and tools as well as design frameworks for concurrent systems.

The *Storage Technology Laboratory* is used primarily for graduate research, although senior projects are encouraged and supported. The laboratory is orienting its activities toward storage interfaces and networked storage systems. Technical advances in disk drive technology are tracked and analyzed in terms of emerging applications opportunities. Symposia and workshops on data storage technology are undertaken, and documents of historical interest are produced for the general use of the storage industry. Our head/media disk drive spin stand experimental facility has been relocated nearby off-campus and is available for hardware studies.

### LOWER-DIVISION COURSES

#### 1. *Understanding Digital Technologies*

Overview of major components of digital computers: computer organization, software development, networking, storage. History and historical trends in computing. Exposure to the art of programming through Web page design with html. Societal impact of technology and technological impact of economy, law, and society. Students gain an intuitive understanding of the workings of computer technology; an insight into programming, and an appreciation of the interaction between technology and society. This course satisfies the University Core requirement in technology. It is not intended for engineering majors and does not count toward the School of Engineering GPA. (4 units)

#### 10. *Introduction to Programming*

Overview of computing as a discipline. Introduction to program design and implementation: problem decomposition, storyboarding techniques, design of algorithms using Alice, a 3D visual programming environment; introduction to object-oriented concepts, classes, objects, methods and control constructs using Java; program development tools: Alice visual development environment and Java Development environment using BlueJ. Credit is not allowed for more than one introductory class such as COEN 10, COEN 44, CSCI 10, or OMIS 30. (5 units)

#### 11. *Advanced Programming*

The C Language: structure and style. Types, operators, and expressions. Control flow. Functions. Pointers, arrays, and strings. Structures and dynamic memory allocation. I/O and file processing. Special operators. Recursion and threads. The Unix environment. *Prerequisite: Previous programming experience and/or an introductory programming course, such as COEN 010, CSCI 10, or OMIS 30.* (5 units)

#### 12. *Abstract Data Types and Data Structures*

Data abstraction: abstract data types, information hiding, interface specification. Basic data structures: stacks, queues, lists, binary trees, hashing, tables, graphs; implementation of abstract data types in the C language. Internal sorting: review of selection, insertion, and exchange sorts; quicksort, heap-sort; recursion. Analysis of run-time behavior of algorithms; Big-O notation. Introduction to classes in C++. Completion of at least four sizable programming assignments (400 lines). *Prerequisite: COEN 11 or COEN 44. Recommended co-requisite: COEN 19 or MATH 51. Credit not allowed for more than one introductory data structures class, such as COEN 12 or CSCI 61.* (5 units)

#### 19. *Discrete Mathematics*

Relations and operations on sets, orderings, elementary combinatorial analysis, recursion, algebraic structures, logic, and methods of proof. *Also listed as MATH 51.* (4 units)

#### 20. *Introduction to Embedded Systems*

Introduction to computer organization: CPU, registers, buses, memory, I/O interfaces. Number systems: arithmetic and information representation. Assembly language programming: addressing techniques, arithmetic and logic operations, branching and looping, stack operations, procedure calls, parameter passing, and interrupts. C language programming: pointers, memory management, stack frames, interrupt processing, Multi-threaded programming; pre-emptive and nonpre-emptive kernels; shared resources; scheduling. *Prerequisite: COEN 12 or CSCI 61. Co-requisite: COEN 20L* (4 units)

#### 20L. *Embedded Systems Lab*

Laboratory for COEN 20. *Co-requisite: COEN 20.* (1 unit)

**21. Introduction to Logic Design**

Boolean functions and their minimization. Designing combinational circuits, adders, multipliers, multiplexers, decoders. Noise margin, propagation delay. Bussing. Memory elements: latches and flip-flops; timing: setup and hold time; registers; counters. Implementation in standard cells, programmable logic, PLD, and FPGA. Use of industry quality CAD tools for schematic capture and HDL in conjunction with FPGAs. *Also listed as ELEN 21. Co-requisite: COEN 21L.* (4 units)

**21L. Logic Design Lab**

Laboratory for COEN 21. *Also listed as ELEN 21L. Co-requisite: COEN 21.* (1 unit)

**30. Media Computation**

Manipulate media (pictures and sound) via programs as a means of learning the basic concepts in computation. Creation and modification of images such as correcting for “red-eye” and generating negative images. Manipulating sound (sound transformations) to allow for structuring music. Writing programs to generate Web pages from data in databases. Creating simple animations and movies with special effects.

**UPPER-DIVISION COURSES****120. Real Time Systems**

Design and implementation of multi-threaded software incorporating a preemptive kernel to control event-driven real-time systems. Use of Unified Modeling Language (UML) for characterizing and describing real-time systems. *Prerequisite: COEN 020. Co-requisite: COEN 120L; COEN 177 recommended.* (4 units)

**120L. Real Time Systems Laboratory**

Laboratory for COEN 120. *Co-requisite: COEN 120.* (1 unit)

**122. Computer Architecture**

Overview of computer systems. CPU design: datapath and control, computer arithmetic, instruction set architectures,

*Prerequisite: COEN 10 required; COEN 11 recommended.* (5 units)

**44. Applied Programming**

Introduction to computer operating systems. Elements of computer programming in C, including input/output, branching and loops, structured programming, programming for computational efficiency. Programming of elementary mathematical operations. Applications to engineering problems. *Co-requisites: MATH 21 and CENG 41.* (5 units)

**70. Formal Specification and Advanced Data Structures**

Specification, representation, implementation, and validation of data structures. Object-oriented design and programming in a strongly typed functional language (Haskell or ML) with emphasis on reliable reusable software. Formal specification of data structures (graphs, sets, bags, tables, environments, trees, expressions, graphics). Informal use of specifications to guide implementation and validation of programs. Guidelines and practice in designing for and with reuse. *Prerequisites: COEN 19 or MATH 52; COEN 12 or CSCI 61.* (5 units)

pipelining, micro-programming techniques, memory hierarchies and management, input/output sub-system organization, hardware description languages. Laboratory project consists of a design of a CPU. *Prerequisites: COEN 20 or ELEN 3; COEN 21.* (5 units)

**127. Advanced Logic Design**

Contemporary design of finite-state machines as system controllers using MSI, PLDS, or FPGA devices. Minimization techniques, performance analysis, and modular system design. HDL simulation and synthesis. *Also listed as ELEN 127. Prerequisite: COEN 21; co-requisites: COEN 127L and ELEN 115.* (4 units)

**127L. Advanced Logic Design Lab**

Laboratory for COEN 127. Design, construction, and testing of controllers from verbal specs. Use of CAD design tools. *Also listed as ELEN 127L. Co-requisite: COEN 127.* (1 unit)

**129. Current Topics in Computer Engineering**

Subjects of current interest. May be taken more than once if topics differ. (4 units)

**145. Introduction to Parallel and Concurrent Programming**

Concept of concurrency, thread programming, thread/process synchronization, synchronization algorithms and language constructs, shared-memory vs. message-passing. Parallel programming concept, performance metrics, overview of multiprocessor architectures (block level), evaluation of parallel algorithms, data parallel programming, shared-memory and message-passing parallel programming. Case studies on application algorithms. *Prerequisite: COEN 177; pre- or co-requisite: COEN 179 or CSCI 163. Knowledge of C recommended.* (5 units)

**146. Computer Networks**

Data Communication: circuit and packet switching, latency and bandwidth, throughput/delay analysis. Application Layer: client/server model, socket programming, Web, e-mail, FTP. Transport Layer: TCP and UDP; flow control, congestion control, sliding window techniques. Network Layer: IP and routing. Data Link Layer: shared channels, media access control protocols, error detection and correction. Mobile computing and wireless networks. Multimedia networking and multicasting. Network security. Laboratory consists of projects on software development of network protocols and applications. *Prerequisites: COEN 020 and AMTH 108.* (5 units)

**148. Computer Graphics Systems**

Interactive graphic systems. Graphics primitives, line and shape generation. Simple transforming and modeling. Efficiency analysis and modular design. Interactive input techniques. 3D transformations and viewing, hidden surface removal. Color graphics, animation, real-time display considerations. Parametric surface definition and introduction to shaded-surface algorithms. Offered in alternate years. *Prerequisites: MATH 53; COEN 70 or CSCI 61.* (5 units)

**150. Introduction to Information Security**

Overview of information assurance. Legal and ethical issues surrounding security and privacy. Malware and secure coding techniques. Authentication and authorization. Other related topics. *Prerequisite: COEN 177 or OMIS 107.* (4 units)

**152. Introduction to Computer Forensics**

Procedures for identification, preservation, and extraction of electronic evidence. Auditing and investigation of network and host system intrusions, analysis and documentation of information gathered, and preparation of expert testimonial evidence. Forensic tools and resources for system administrators and information system security officers. Ethics, law, policy, and standards concerning digital evidence. (5 units)

**161. Web Programming I**

Fundamentals of the World Wide Web and its architecture. Designing separation of content and presentation with XHTML and CSS. Introduction to the Document Object Model (DOM). Dynamic documents with Javascript and Ajax (Asynchronous Javascript and XML). Basics of scripting languages (PHP and Perl). Introduction to server-side programming using PHP and Perl. XML technologies (XML Schema, XSLT). Database access through

Web. Programming with distributed components and Web services. A comparative study of CGI programming, Java Server Pages and ASP.net. Note: This is a two-part sequence and some of the topics will be covered in COEN 164. *Prerequisite: COEN 012 or CSCI 61.* (5 units)

### 162. Web Infrastructure

History and overview of World Wide Web technology. Web clients and browsers. State management, session persistence, and cookies. Spiders, bots, and search engines. Web proxies. Web servers and server farms. HTTP and Web protocols. Web caching and content distribution. Load balancing. Web security and firewalls. Web workload and traffic characterization. *Prerequisite: COEN 146.* (4 units)

### 163. Web Usability

Principles of user-centered design. Principles of human computer interaction. Fundamental theories in cognition and human factors: information processing, perception and representation, constructivist and ecological theories, Gestalt laws of perceptual organization. Usability engineering: user research, user profiling, method for evaluating user interface, usability testing. Prototyping in user interface: process, methods of evaluating and testing. Inclusive design in user interface design: accessibility issues, compliance with section 508 of Rehabilitation Act. *Prerequisite: COEN 012 or CSCI 61.* (5 units)

### 164. Web Programming II

Continuation of COEN 161, Web Programming I. *Prerequisite: COEN 161.* (5 units)

### 165. Modeling and Control of Rigid Body Dynamics

Mathematical and physical principles of motion of rigid bodies, including movement, acceleration, inertia and collision. Modeling of rigid body dynamics for three-dimensional graphic simulation; controlling

the motion of rigid bodies in robotic applications. *Prerequisites: MATH 21; COEN 012 or CSCI 61.* (4 units)

### 166. Artificial Intelligence

Artificial intelligence viewed as knowledge engineering. Historical perspective. Problems of representation: AI as a problem in language definition and implementation. Introduces representations, techniques, and architectures used to build applied systems and to account for intelligence from a computational point of view. Applications of rule chaining, heuristic search, constraint propagation, constrained search, inheritance, and other problem-solving paradigms. Applications of identification trees, neural nets, genetic algorithms, and other learning paradigms. Speculations on the contributions of human vision and language systems to human intelligence. *Prerequisite: COEN 019 or MATH 52.* (4 units)

### 171. Principles of Design and Implementation of Programming Languages

High-level programming language concepts and constructs. Costs of use and implementation of the constructs. Issues and trade-offs in the design and implementation of programming languages. Critical look at several modern high-level programming languages. Offered in alternate years. *Prerequisites: COEN 20; COEN 70 or CSCI 61.* (4 units)

### 172. Structure and Interpretation of Computer Programs

Techniques used to control complexity in the design of large software systems. Design of procedural and data abstractions; design of interfaces that enable composition of well-understood program pieces; invention of new, problem-specific languages for describing a design. Offered in alternate years. *Prerequisites: COEN 19 or MATH 52; COEN 70 or CSCI 6; or permission of the instructor.* (5 units)

### 173. Logic Programming

Application of logic to problem solving and programming; logic as a language for specifications, programs, databases, and queries; separation of logic and control aspects of programs; bottom-up reasoning (forward from assumptions to conclusions) versus top-down reasoning (backward from goals to subgoals) applied to problem solving and programming; non-determinism, concurrency, and invertibility in logic programs. Programs written and run in Prolog. Offered in alternate years. *Prerequisites: COEN 70 or CSCI 61 and COEN 19 or MATH 52.* (5 units)

### 174. Software Engineering

Object-oriented approach to software development. Software development life cycle. Project teams, documentation, and group dynamics. Software cost estimation. Requirements engineering. Data modeling, object modeling, and object-oriented analysis. Object-oriented programming and design. Software testing and quality assurance. CASE tools. *Prerequisites: COEN 12, COEN 70, or permission of instructor and previous use of UNIX workstations.* (5 units)

### 175. Introduction to Formal Language Theory and Compiler Construction

Introduction to formal language concepts: regular expressions and context-free grammars. Compiler organization and construction. Lexical analysis and implementation of scanners. Top-down and bottom-up parsing and implementation of top-down parsers. An overview of symbol table arrangement, run-time memory allocation, intermediate forms, optimization, and code generation. *Prerequisite: COEN 70 or CSCI 61.* (5 units)

### 177. Operating Systems

Introduction to organization of operating systems. Management of memory, processors, and other system resources; buffering;

overlapping I/O and CPU processes, reducing rotational latency. Deadlock problems and avoidance. Process interaction and communication. Sharing and protection of processes and data. File systems: directory structure, file layout, data space management. Implementation considerations. *Prerequisites: COEN 20; COEN 70 or CSCI 61.* (5 units)

### 178. Introduction to Database Systems

ER diagrams and the relational data model. Database design techniques based on integrity constraints and normalization. Database security and index structures. SQL and DDL. Transaction processing basics. *Prerequisites: COEN 20; COEN 70 or CSCI 61.* (5 units)

### 179. Theory of Algorithms

Preliminaries: measuring work done by algorithms. Non-numerical algorithms: searching, sorting, graph spanning and traversal, string matching. Numerical topics: polynomial and matrix arithmetic. P/NP grading. Also listed as CSCI 163. *Prerequisites: COEN 19 or MATH 52; COEN 12 or CSCI 61.* (4 units)

### 180. Introduction to Information Storage

Storage hierarch. Caching. Design of memory and storage devices, with particular emphasis on magnetic disks. Error correction fundamentals. Disk arrays. Storage interfaces and buses. Network attached storage and storage area networks, interaction of economy and technological innovation. Also listed as ELEN 180. *Prerequisites: COEN 20 and 21; COEN 122 recommended.* (4 units)

### 188. Co-op Education

Practical experience in a planned program designed to give students work experience related to their academic field of study and career objectives. Satisfactory completion of the assignment includes preparation of a

summary report on co-op activities. P/NP grading. *May not be taken for graduate credit.* (2 units)

### 189. Co-op Technical Report

Credit given for a technical report on a specific activity such as a design or research project, etc., after completing the co-op assignment. Approval of department advisor required. Letter grades based on content and quality of report. May be taken twice. *May not be taken for graduate credit.* (2 units)

### 194. Design Project I

Specification of an engineering project, selected with the mutual agreement of the student and the project advisor. Complete initial design with sufficient detail to estimate the effectiveness of the project. Initial draft of the project report. *Prerequisites: ENGL 182 and passing the department's Fundamentals of Computing Diagnostic Exam.* (2 units)

### 195. Design Project II

Continued design and construction of the project, system, or device. Initial draft of project report. *Prerequisite: COEN 194.* (2 units)

### 196. Design Project III

Continued design and construction of the project, system, or device. Formal public presentation of results. Final report. *Prerequisite: COEN 195.* (2 units)

### 197. Research

Involves working in a year-long research project with one of the faculty members. Students should register three times in a row for a total of 6 units. Does not substitute for the senior project, which may be a continuation of the research done. *Registration requires the faculty member's approval. Students must have junior or senior standing and a minimum GPA of 3.0.* (2 units)

### 199. Independent Study

Open to department scholars only. (1–5 units)

## DEPARTMENT OF ELECTRICAL ENGINEERING

*Professor Emeritus:* Shu-Park Chan

*Professors:* Timothy J. Healy (*Thomas J. Bannan Professor*), Samiha Mourad (*Department Chair and William and Janice Terry Professor*), Dragoslav D. Siljak (*Benjamin and Mae Swig Professor*), Sally L. Wood, Cary Y. Yang, Aleksandar Zecevic

*Associate Professors:* Shoba Krishnan, Tokunbo Ogunfunmi, Mahmud Rahman

*Assistant Professor:* Sarah Kate Wilson (*Packard Junior Faculty Fellow*)

Electrical engineering includes the design, construction, and operation of electrical components, circuits, and systems. Electrical engineers are concerned with all phases of the transmission of information such as in radio, television, telephone systems, fiber optics, wireless communication, satellite communication, and electric power, and advancing integrated circuit design, test, and implementation. Information processing and storage equipment, computers and networks used by business, industry, and government are included in their major area of interest. Laboratories are an important part of most undergraduate courses in the electrical engineering program. Use of appropriate laboratory equipment, design tools, and components demonstrates fundamental concepts of the courses and acquaints students with methods and tools they may use after graduation. The program is supported by the facilities of the Engineering Design Center and the University's Information Technology Center. The department supports eight major teaching and research

laboratories, three additional laboratories used only for teaching, and a laboratory dedicated to the support of senior design projects. The three teaching laboratories cover the fields of electric circuits, electronic circuits, and logic design.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum for the Bachelor of Science degree, students majoring in electrical engineering must complete a minimum of 190 units and the following department requirements:

### English

- ENGL 182

### Mathematics and Natural Science

- MATH 11, 12, 13, 21
- AMTH 106 (or MATH 22) and AMTH 108 (or MATH 122)
- MATH 53 or CSCI 166 or AMTH 118
- CHEM 11
- PHYS 31, 32, 32L, 33, 33L, 34

### Engineering

- ENGR 1
- CENG 41
- COEN 12, 44
- MECH 10, 121
- ELEN 21, 21L, 33, 50, 100, 104, 105, 110, 115, 151, 194, 195, 196

### Technical Electives

Four undergraduate-equivalent courses selected from the following options:

- Upper-division electrical engineering elective courses
- COEN 120, 122, 146
- First-year graduate level electrical engineering coursework approved by the advisor (2-unit graduate courses count as one-half of an undergraduate course)

At least one course must be selected from each of the three emphases:

- Design Team Emphasis: ELEN 116, 117, 123, 127, 143, 144, 145, 152, 153, 154, 155
- Advanced Mathematics Emphasis: ELEN 112, 118, 130, 131, 133, 134, 141, 144
- Computer Programming Design Emphasis: ELEN 112, 118, 127, 131, 133, 141, 143, 180



### Professional Development

A professional development experience selected from one of the following options:

- Four or more units in a study abroad program that does not duplicate other coursework
- Cooperative education experience with enrollment in ELEN 188 and ELEN 189
- Preparation for graduate study in electrical engineering with completion of 4 or more units of upper-division or graduate level courses
- Completion of an approved minor in any field of engineering or science
- Peer education experience

### REQUIREMENTS FOR THE MINOR

Students must fulfill the following requirements for a minor in electrical engineering:

- ELEN 21, 21L, 50, 115
- Two courses selected from ELEN 100, 104, 105, 110, and 151
- Three upper-division ELEN lecture courses (ELEN 100 courses except ELEN 188 and 189)
- Work completed to satisfy these requirements must include at least two courses beyond any free electives or other courses required to earn the bachelor's degree in the student's primary major.

### COMBINED BACHELOR OF SCIENCE AND MASTER OF SCIENCE PROGRAM

The Department of Electrical Engineering offers a combined degree program leading to the Bachelor of Science and a Master of Science open to electrical engineering majors with an approved grade point average in electrical engineering, mathematics, and physics courses. Under the combined degree program, an undergraduate student begins taking courses required for a master's degree before completing the requirements for the bachelor's degree and typically completes the requirements for a Master of Science in Electrical Engineering within a year of obtaining the bachelor's degree.

Undergraduate students admitted to the combined degree program are required to enroll in the program between February of their junior year and December of their senior year. Students in this program will receive their bachelor's degree after satisfying the standard undergraduate degree requirements. To earn the master's degree, students must fulfill all the requirements for the degree, including the completion of 45 units of coursework beyond that applied to their bachelor's degree.

No course can be used to satisfy requirements for both the bachelor's degree and the master's degree. Completion of 10 or more units of coursework in electrical engineering taken for the master's degree satisfies the Professional Development requirement of the undergraduate program. The program of studies for the master's degree may include up to 20 units of elective coursework from ELEN 112, 116, 117, 118, 127, 130, 133, 134, 141, 143, 144, 152, 153, 154, 155 or 200 and above. These undergraduate units can count toward a master's degree only if a grade of B or better is earned. Students who

do not complete the combined degree program within six years of entering the University will automatically be transferred to the regular master's degree program. Although six years is the maximal timeframe for completing the combined degree, full-time students enrolling in February of their junior year normally complete both degrees within five years.

### ELECTRICAL ENGINEERING LABORATORIES

The *ASIC Testing Laboratory* supports research conducted by graduate students from the departments of Electrical Engineering and Computer Engineering. Computer-aided testing packages from industry and the public domain are used in projects such as fault modeling and analysis. Design for Test on RTL-level for digital and mixed signal circuits. Design for reliability based on the defect-based testing.

The *Communications and Microwave Laboratory* provides a full range of modern measurement capability from 0–22 GHz, including a number of automatic network analyzers and modern spectrum analyzers. It also has extensive computer-aided design and simulation capability, based largely on modern commercial software running on workstations. Interconnection of hardware measurements and computer simulation is stressed.

The *Digital Systems Laboratory* (operated jointly with the Department of Computer Engineering) provides complete facilities for experiments and projects ranging in complexity from a few digital integrated circuits to FPGA-based designs. The laboratory also includes a variety of development systems to support embedded systems and digital signal processing.

The *Electronic Devices Laboratory* is dedicated to teaching and research topics on electronic devices, materials, and their manufacturing technologies. The laboratory uses a class-100, clean-room facility that provides hands-on experiences of fabrication and characterizations of basic electronic devices. Current research topics include Impact of Process Variations on the Analysis and Optimization of VLSI Circuits, and Modeling MOS Devices including Quantum Mechanical Interface Charge Distribution Effects.

The *Intelligent Control Laboratory* provides an experimental environment for students in the area of control and system engineering. It includes a computer-controlled robotic system, several servo-experimenters, and a torsional mechanical control system. The equipment provides students with a wide range of qualitative and quantitative experiments for learning the utility and versatility of feedback in computer-controlled systems.

The *Nanoelectronics Laboratory* provides teaching and research facilities for modeling, simulation, and characterization of devices and circuits in the nanoscale. Ongoing research topics include silicon heterostructures, thin dielectrics, high-frequency device and circuit parameter extraction, carbon nanotubes used as electrical and thermal interconnects, and compact modeling of transistors and interconnects for large-scale circuit simulation. This laboratory is part of the campus-wide *Center for Nanostructures*, established to conduct, promote, and nurture nanoscale science and technology interdisciplinary research and education activities at the University, and to position the University as a national center of innovation in nanoscience education and nanostructures research.

The *Image and Video Processing Laboratory* supports graduate student research on algorithms and implementations for image analysis, image reconstruction and super-resolution, and stereo imaging. Laboratory equipment includes cameras for image acquisition, computational resources, and FPGAs for real-time testing.

The *Multimedia Education Laboratory* (operated jointly with the Department of Computer Engineering) is dedicated to the development and delivery of multimedia educational resources and to the development of tools to create and present these resources. The laboratory is equipped with eight UNIX workstations with high-speed ATM networking.

The *Robotics Systems Laboratory* is an interdisciplinary laboratory specializing in the design, control, and teleoperation of highly capable robotics systems for scientific discovery, technology validation, and engineering education. Laboratory students develop and operate systems that include spacecraft, underwater robots, aircraft, and land rovers. These projects serve as ideal test beds for learning and conducting research in mechatronic system design, guidance and navigation, command and control systems, and human-machine interfaces.

The *Signal Processing Laboratory (SiPL)* is used primarily for graduate research. It is equipped with networked workstations, multimedia PCs, real-time development systems for DSP and FPGAs, multimedia development boards and wireless LAN networking equipment. Research areas include adaptive signal processing, nonlinear signal processing, artificial neural networks and multimedia (video and speech/audio processing). Applications include communications, biotech and Voice-over-IP. Implementations include VLSI, DSP and FPGA.

### LOWER-DIVISION COURSES

#### 21. *Introduction to Logic Design*

Boolean functions and their minimization. Designing combinational circuits, adders, multipliers, multiplexers, decoders. Noise margin, propagation delay. Bussing. Memory elements: latches and flip-flops; timing; registers; counters. Programmable logic, PLD, and FPGA. Use of industry quality CAD tools for schematic capture and HDL in conjunction with FPGAs. *Also listed as COEN 21. Co-requisite: ELEN 21L.* (4 units)

#### 21C. *Introduction to Logic Design*

Compressed version of ELEN 21 taught in graduate time format. *Also listed as COEN 21C.* (2 units)

#### 21L. *Logic Design Lab*

Laboratory for ELEN 21. *Also listed as COEN 21L. Co-requisite: ELEN 21.* (1 unit)

#### 33. *Digital Systems Architecture*

Overview of processor architectures for general purpose processors, signal processing microprocessors, and FPGA implementations of DSP; data representation in fixed point, floating point, m law and A law; instruction sets; assembly and machine language programming; real-time audio data acquisition and output; introduction to sample data systems. Analog to digital converters and digital to analog converters. *Prerequisites: ELEN 21 and COEN 44.* (5 units)

#### 50. *Electric Circuits I*

Physical basis and mathematical models of circuit components and energy sources. Circuit theorems and methods of analysis are applied to DC and AC circuits. Laboratory. *Prerequisite: PHYS 33.* (5 units)

#### 104. *Electromagnetics I*

Static electric and magnetic fields and their sources and effects, including potential theory and the laws of Coulomb, Lorentz, Faraday, and Gauss. Introduction to vector analysis and differential operators. Dielectric and magnetic materials, capacitance and inductance, energy in magnetic and electric fields, solutions to the Poisson equation. *Prerequisites: PHYS 33 and ELEN 50; Co-requisite: ELEN 100.* (5 units)

#### 105. *Electromagnetics II*

Time harmonic electromagnetic fields. Introduction to complex vector operations. Maxwell's equations, Poynting vectors. Helmholtz wave equation, wave propagation. Boundary conditions and wave reflection and propagation, Snell's law. Transmission line theory, introduction to the Smith chart. Waveguides and radiation. *Prerequisite: ELEN 104 or PHYS 111.* (5 units)

#### 110. *Linear Systems*

Signals and system modeling. Laplace transform. Transfer function. Convolution. Discrete systems and Z-transform. Frequency analysis. Fourier series and transform. Filtering. State-Space models. Problem sessions. *Prerequisite: ELEN 100.* (5 units)

#### 112. *Modern Network Synthesis and Design*

Approximation and synthesis of active networks. Filter design using positive and negative feedback biquads. Sensitivity analysis. Fundamentals of passive network synthesis. Design project. *Prerequisite: ELEN 110.* (5 units)

#### 115. *Electronic Circuits I*

Study of basic principles of operation, terminal characteristics, and equivalent circuit models for diodes and transistors. Analysis and design of diode circuits, transistor amplifiers, and inverter circuits. *Prerequisite: ELEN 50.* (5 units)

#### 116. *Electronic Circuits II*

Design and analysis of multi-stage analog amplifiers. Study of differential amplifiers, current mirrors and gain stages. Frequency response of cascaded amplifiers and gain-bandwidth considerations. Concepts of feedback, stability and frequency compensation. Design of output stages and power amplifiers. *Prerequisite: ELEN 115.* (5 units)

#### 117. *Electronic Circuits III*

Design and analysis of BJT and MOSFET analog ICs. Study of analog circuits such as

comparators, sample/hold amplifiers, continuous time switched capacitor filters. Architecture and design of analog to digital and digital to analog converters. Reference and biasing circuits. Study of noise and distortion in analog ICs. *Prerequisite: ELEN 116.* (5 units)

#### 118. *Fundamentals of Computer-Aided Circuit Simulation*

Introduction to algorithms and principles used in circuit simulation packages (such as SPICE). Formulation of equations for linear and nonlinear circuits. Detailed study of the three different types of circuit analysis (AC, DC, and transient). Discussion of computational aspects, including sparse matrices, Newton's method, numerical integration, and parallel computing. Applications to electronic circuits, active filters, and CMOS digital circuits. Course includes a number of design projects in which simulation software is written in MATLAB and verified using SPICE. *Prerequisites: ELEN 21, 100, and 115.* (5 units)

#### 119. *Current Topics in Electrical Engineering*

Subjects of current interest. May be taken more than once if topics differ. (4 units)

#### 123. *Mechatronics*

Technologies involved in mechatronics (Intelligent Electro-Mechanical Systems) and application to mechatronics systems design. Interfacing embedded systems to control a mechanical design. Electronics A/D, D/A converters, op-amps, filters, power devices, software program design, event-driven programming, DC motors, solenoids, and sensors. *Also listed as MECH 143. Prerequisite: ELEN 115.* (4 units)

#### 127. *Advanced Logic Design*

Contemporary design of finite-state machines as system controllers using MSI, PLDs, or FPGA devices. Minimization techniques, performance analysis, and modular system design. HDL simulation and

synthesis. Also listed as COEN 127. Prerequisite: ELEN 21; Co-requisites: ELEN 127L and ELEN 115. (4 units)

### 127L. Advanced Logic Design Lab

Laboratory for ELEN 127. Design, construction, and testing of controllers from verbal specs. Use of CAD design tools. Also listed as COEN 127L. Co-requisite: ELEN 127. (1 unit)

### 130. Control Systems

Applications of control systems in engineering. Principle of feedback. Performance specifications: transient and steady-state response. Stability. Design of control systems by frequency and root-locus methods. Computer-controlled systems. State-variable feedback design. Problem sessions. Prerequisite: ELEN 110. (5 units)

### 131. Introduction to Robotics

Overview of robotics: control, AI, and computer vision. Components and structure of robots. Kinematics and dynamics of robot manipulators. Servo-control design, PID control. Trajectory planning, obstacle avoidance. Sensing and vision. Robot intelligence and task planning. Laboratory. Prerequisite: ELEN 110. (5 units)

### 133. Digital Signal Processing

Discrete signals and systems. Difference equations. Convolution summation. Z-transform, transfer function, system response, stability. Digital filter design and implementation. Frequency domain analysis. Discrete Fourier transform and FFT. Audio and video examples. Laboratory for real-time processing. Prerequisite: ELEN 110 or both ELEN 50 and COEN 19. (5 units)

### 134. Applications of Signal Processing

Current applications of signal processing. Prerequisite: ELEN 133. (5 units)

### 139. Special Topics in Signals and Systems

Subjects of current interest. May be taken more than once if topics differ. (4 units)

### 141. Communication Systems

Signal description; Fourier transforms; filtering; noise description; linear, exponential, and pulse modulation and demodulation. Amplitude and frequency modulation, phase lock loops. Laboratory. Prerequisites: ELEN 110 and AMTH 108. (5 units)

### 143. Introduction to Wireless Communication

Introduction to mobile and cellular systems; analog and digital modulation methods, FDMA, TDMA, CDMA, and their use in current and next generation mobile phone standards; propagation models, interference, and multipath; extensions to narrowband and broadband wireless networks. Laboratory. Prerequisites: ELEN 110 and AMTH 108. (5 units)

### 144. RF and Microwave Components

The fundamental characteristics of passive and active electrical components. Parasitics, models, and measurements. Modeling of circuit interconnect wiring as transmission lines. Study of crosstalk and other noises in high-speed digital circuits. Use of state-of-the-art CAD tools. Prerequisite: ELEN 105. (5 units)

### 145. Wireless Network Architecture

Study of networking issues and key issues in wireless systems. Mobility management (handoff, roaming, channel assignment), network signaling, authentication, mobile number portability. Voice over IP (VoIP) service for mobile networks, GPRS, WAP, and Bluetooth. Laboratory. Prerequisite: ELEN 143. (5 units)

### 151. Semiconductor Devices

Materials properties, crystal structure, and band structure of semiconductors. Carrier statistics and transport; p-n junction statics, I-V characteristics, equivalent circuits, and switching response. Metal-semiconductor contacts, Schottky diodes. MOS field-effect transistors, bipolar junction transistors. Laboratory. Co-requisite: ELEN 104. (5 units)

### 152. Electron Devices and Technology

Continuation of MOS field-effect transistors, bipolar junction transistors, heterojunctions. Principles of silicon IC fabrication processes and design. Bulk and epitaxial crystal growth, thermal oxidation, diffusion, ion implantation. Process simulation for basic devices. Prerequisite: ELEN 151. (5 units)

### 153. Digital Integrated Circuit Design

Introduction to VLSI design and methodology. Analysis of CMOS integrated circuits. Circuit modeling and performance evaluation supported by simulation (SPICE). Ratioed, switch, and dynamic logic families; combinational and sequential circuits. Fully-custom and semi-custom design. Physical design: placement and routing. Use of state-of-the-art CAD tools. Prerequisites: ELEN/COEN 21 and ELEN 115. (5 units)

### 154. Integrated Circuit Fabrication and Characterization I

Principles and practice of IC fabrication and characterization of basic semiconductor devices with experiments on oxidation, diffusion, ion implantation, lithography, etching and cleaning, metallization, film deposition, process simulation, process integration, and parameter extraction. Conducted in a clean-room facility. Course consists of two hours of lecture and two 3-hour labs per week. Must be continued with ELEN 155. Taken in sequence, 154 and 155 equal one technical elective. Prerequisite: ELEN 152. (3 units)

### 155. Integrated Circuit Fabrication and Characterization II

Continuation of ELEN 154. Includes writing of technical reports on experience performed in ELEN 154. Taken in sequence, 154 and 155 equal one technical elective. Prerequisite: ELEN 154. (2 units)

### 156. Intro to Nanotechnology

Introduction to the field of nanoscience and nanotechnology. Properties of nanomaterials

and devices. Nanoelectronics: from silicon and beyond. Measurements of nanosystems. Applications and implications. Laboratory experience is an integral part of the course. This course is part of the Electrical Engineering program and should be suitable for juniors and seniors in engineering and first-year graduate students. Prerequisites: ELEN 105, ELEN 115, and ELEN 151 or their equivalent. (5 units)

### 180. Introduction to Information Storage

Storage techniques and mass storage devices. Use of memory in computer systems. Design of semiconductor, magnetic and optical (disk drives), and magnetic tape memories. Storage controllers, computer interfaces, system software interfaces. Emphasis on current mass storage devices and interfaces: SCSI, IPI, ST506, ESDI. Also listed as COEN 180. Prerequisites: ELEN 21, 33, and COEN 8 or 44. ELEN 122 recommended. (4 units)

### 188. Co-op Education

Practical experience in a planned program designed to give students work experience related to their academic field of study and career objectives. Satisfactory completion of the assignment includes preparation of a summary report on co-op activities. P/NP grading. May be taken twice. May not be taken for graduate credit. (2 units)

### 189. Co-op Technical Report

Credit given for a technical report on a specific activity such as a design or research project, etc., after completing the co-op assignment. Approval of department co-op advisor required. Letter grades based on content and presentation quality of report. May be taken twice. May not be taken for graduate credit. (2 units)

### 192. Introduction to Senior Design Project

Junior preparation for senior project. An introduction to project requirements and

participation in the coordination of the senior conference. Tentative project selection. (1 unit)

#### **194. Design Project I**

Specification of an engineering project, selected with the mutual agreement of the student and the project advisor. Complete initial design with sufficient detail to estimate the effectiveness of the project. Initial draft of the project report. *Co-requisite: ENGL 182.* (2 units)

#### **195. Design Project II**

Continued design, construction, and testing of the project, system, or device. Second draft of project report. *Prerequisite: ELEN 194.* (2 units)

#### **196. Design Project III**

Continued design, construction, and testing of the project, system, or device. Formal public presentation of results. Final report. *Prerequisite: ELEN 195.* (1 unit)

#### **199. Independent Study**

Open to department scholars only. (1–6 units)

## GENERAL ENGINEERING

*Associate Dean for Undergraduate Studies:* Ruth E. Davis

The School of Engineering, under the direction of the Office of the Dean, offers the Bachelor of Science degree with a major in engineering and a minor in engineering. The bachelor's degree in engineering is designed to provide students with a less specialized, technical degree with concentrations designed to meet the needs of the individual student. The general engineering degree allows students to pursue an engineering degree while preparing for work or graduate study in fields such as law, medicine, engineering, or computer science. The bioengineering concentration focuses on the application of electrical, chemical, mechanical, and other engineering principles to understand, modify, or control biological systems and educates students to solve problems at the interface of engineering and the life sciences. The concentration is designed to prepare students for careers in the medical device and biotechnology industries, biomedical research, graduate study in bioengineering, or medical school.

## REQUIREMENTS FOR THE MAJOR

In addition to fulfilling the University Core Curriculum requirements for the Bachelor of Science degree, students majoring in engineering must complete the minimum number of units and the specified requirements for their concentration.

### **Concentration in Bioengineering**

Students majoring in engineering with a concentration in bioengineering must complete a minimum of 191 units and the following requirements:

#### **Bioethics**

- One course selected from PHIL 7, ENGR 19, or BIOL 171

### **Biology-Chemistry-Physics Core**

- BIOL 21, 24, 25
- CHEM 11, 12, 13, 31, 32
- PHYS 31, 32, 33

### **Mathematics Core**

- MATH 11, 12, 13, 21
- AMTH 106

### **Engineering Core**

- ENGR 1, 10
- ELEN 21 or COEN 21, ELEN 50, ELEN 115
- COEN 44
- MECH 15, MECH 121

### **Capstone**

- ENGR 190

### **Senior Design Project**

- Six units in an interdisciplinary design project

### **Specialization in Bio-molecular or Biomedical Devices and Instrumentation**

Bio-molecular Specialization

- BIOL 174, 175
- ELEN 162
- MECH 256
- Three courses from BIOL 104, BIOL 122, BIOL 124, BIOL 176, BIOL 177, CHEM 141, ELEN 161, MECH 254

Biomedical Devices and Instrumentation Specialization

- BIOL 124
- ELEN 161, 162
- MECH 254, 256
- Three courses from CENG 123, ELEN 116, (ELEN 123 or MECH 143), ELEN 130, ELEN 133, MECH 122, MECH 123

**Other Concentrations in General Engineering**

Students majoring in engineering must complete a minimum of 189 units and the following requirements:

**English**

- ENGL 182 or an approved equivalent

**Mathematics and Natural Science**

- MATH 11, 12, 13, 21
- MATH 22 or AMTH 106
- One upper-division Mathematics elective
- CHEM 11
- PHYS 31, 32, 32L, 33, 33L
- MECH 15

**Engineering**

- ENGR 1
- ENGR 2 or ENGR 110
- CENG 41, 43
- COEN 10 (or other approved programming course), 21, 21L
- ELEN 50, 115
- MECH 10, 11, 121

**Design Sequence from one of the following options:**

- COEN 194, 195, 196
- ELEN 194, 195, 196
- CENG 192A, 193
- MECH 194, 195, 196

**Electives**

Thirty-six upper-division units defining a coherent concentration, selected in consultation with an academic advisor.

**REQUIREMENTS FOR THE MINOR IN ENGINEERING**

Students must fulfill the following requirements for a minor in general engineering:

- One course selected from COEN 10, COEN 11, COEN 44, CENG 15, or other approved programming course
- CENG 41
- ELEN 50

- MECH 10, 121
- Two courses selected from CENG 10, CENG 43, (COEN 21/21L or ELEN 21/21L), MECH 11, MECH 15, MECH 140
- A two-course sequence selected from CENG 115 and CENG 118, CENG 121 and CENG 143, COEN 70 and any upper-division COEN course, ELEN 100 and ELEN 110, MECH 122 and MECH 132, MECH 123 and MECH 131

**LOWER-DIVISION COURSES****1. Introduction to Engineering**

Introduction to the different engineering disciplines. Interdisciplinary aspects of engineering. Engineering professionalism and ethics. (1 unit)

**2. Community Engineering Applications**

Students participate in practical engineering projects that are designed to contribute to the local or global community. *Prerequisite:* ENGR 1. (1 unit)

**10. Introduction to Bioengineering**

An introduction to the central topics of bioengineering, including the application of engineering methods and science to problems in biology and medicine, and the integration of engineering and biology. Current issues and opportunities in the field will be discussed. Course may include lectures, class discussions, guest lectures, field trips, short lab exercises, and team projects. Open to all engineering and science majors. (4 units)

**15. Environmental Quality Engineering**

Behavior of chemicals in the environment. Environmental protection strategies. Environmental impact assessment. Risk analysis and economic considerations. Discussion of

local, regional, and global environmental problems and alternative solutions. For non-engineering majors. *Prerequisite:* MATH 6 or equivalent. (4 units)

**19. Ethics in Technology**

Formal inquiry into normative ethics. Special attention to general ethical principles and the application of these principles to current moral issues arising in science and technology. Topics may include ethical dilemmas in the engineering, biology, chemistry, pharmaceutical, computer, military, energy, environmental, and agricultural disciplines. (4 units)

**20. Topics in Robotics**

Participate in a project-based, hands-on engineering project in a team-based environment. Gain exposure to sensing, actuation, and control techniques and components in the process of developing a robotic system or subsystem. *Prerequisite:* Instructor permission required. (1 unit)

**98. Independent Study**

Independent study of an approved engineering problem and preparation of a suitable project report. (1-4 units)

**UPPER-DIVISION COURSES****101. Professional Issues in Engineering**

Current issues in engineering professionalism and ethics. Responsibilities of the practicing engineer in addressing the impact of existing and developing technologies on society. *Prerequisite:* Junior status. (1 unit)

**110. Engineering Projects for the Community**

Students participate in engineering projects of interest to the local or international community. May be repeated for additional credit. (1-2 units)

**180. Marine Operations**

Introduction to the design, operation, deployment, piloting, and safety issues involving the use of underwater robots. *Prerequisite: Instructor permission required.* (1 unit)

**181. Advanced Marine Operations**

Technical operation, maintenance, and advanced piloting of underwater robots. Crew management. Operational and safety procedures. *Prerequisite: Instructor permission required.* (1 unit)

**190. Directed Research**

Investigation of an approved engineering problem and preparation of a suitable project report. Conferences with faculty advisor are required. *Prerequisite: Instructor approval.* (1–4 units)

**199. Independent Study**

Registration for this course is based on arrangements with a faculty member. (1–5 units)

**DEPARTMENT OF MECHANICAL ENGINEERING**

*Professors Emeriti:* Eugene J. Fisher, R. Ian Murray, Richard K. Pefley, Michel A. Saad

*Professors:* Mark D. Ardema, Jorge Gonzalez, Terry E. Shoup

*Associate Professors:* Drazen Fabris, Timothy K. Hight (*Department Chair*),

Christopher Kitts

*Assistant Professors:* Wendelin Wright (*Clare Booth Luce Professor*)

Mechanical engineering includes all aspects of design, development, control, and manufacture of mechanical systems and energy conversion systems. Mechanical engineering is essential to the proper design and manufacture of nearly every physical product in our modern world. As such, mechanical engineers are a fundamental resource for most industries, and they work in interdisciplinary environments. Mechanical engineers must have the ability to see broad perspectives across disciplines and industries and yet solve very local and specialized problems. The undergraduate curriculum addresses the education and training of mechanical engineering students and concentrates on two technical areas: (1) design and analysis of thermofluid systems for effective use of energy; and (2) design, analysis, and control of mechanical systems including the study of materials used in engineering. Educational efforts are channeled to expand the skills of prospective engineers not only in understanding fundamentals but also in developing competence in analyzing engineering systems.

**REQUIREMENTS FOR THE MAJOR**

In addition to fulfilling the University Core Curriculum requirements for the Bachelor of Science degree, students majoring in mechanical engineering must complete a minimum of 192 units and the following department requirements:

**Mathematics and Natural Science**

- MATH 11, 12, 13, 21
- AMTH 106 or MATH 22
- MATH 118
- CHEM 11
- PHYS 31, 32, 32L, 33, 33L

- MECH 15
- MECH 102 (required for students receiving any MATH or AMTH grade below a “B”) or approved mathematics or natural science elective

**Engineering**

- ENGR 1
- CENG 41, 43
- COEN 44
- ELEN 50
- MECH 10, 11, 114, 115, 121, 122, 123, 125, 140, 141, 142, 160, 192, 194, 195, 196

**Technical Electives**

Two technical electives, one of which may be 4 units of cooperative education or graduate coursework.

**COMBINED BACHELOR OF SCIENCE AND MASTER OF SCIENCE PROGRAM**

The Department of Mechanical Engineering offers a combined degree program leading to the Bachelor of Science and a Master of Science open to mechanical engineering majors. Under the combined degree program, an undergraduate student begins taking courses required for a master’s degree before completing the requirements for the bachelor’s degree and typically completes the requirements for a Master of Science in Mechanical Engineering at the end of the fifth year.

Undergraduate students admitted to the combined degree program begin taking graduate classes during their senior year. They are required to enroll in the program between February of their junior year and December of their senior year. Students in this program will receive their bachelor’s degree after satisfying the standard undergraduate degree requirements. To earn the master’s degree, students must fulfill all the requirements for the degree, including the completion of 45 units of coursework beyond that applied to their bachelor’s degree and completion of the master’s thesis. No course can be used to satisfy requirements for both the bachelor’s degree and the master’s degree.

**MECHANICAL ENGINEERING LABORATORIES**

The *Nanomechanics Lab* houses a nanoindenter, a mechanical test instrument with nanometer displacement resolution and micro-Newton load resolution. In addition to measuring mechanical properties such as hardness and elastic modulus with high spatial resolution, the tip of the nanoindenter may be used to perform mechanical testing on MEMS devices.

The *CAM and Prototyping Lab* consists of two machine shops and a prototyping area. One machine shop is dedicated to student use for design and research projects. The second is a teaching lab used for undergraduate and graduate instruction. Both are equipped with modern machine tools, such as lathes and milling machines. The teaching lab also houses both 2-axis and 3-axis Computer Numerically Controlled vertical milling machines and a lathe. Commercial CAM software is available for ease of programming. The prototyping area

is equipped with a Stratasys FDM 3000 rapid prototyping system that utilizes fused deposition modeling to create plastic prototypes from CAD generated models. Also available are a Cyberware laser scanner and a Microscribe touch scanner for capturing 3D data points to facilitate reverse engineering or data acquisition from existing components.

The *Engine Lab* contains a variety of internal combustion engines installed on dynamometer stands that can be used for studies of diesel and spark-ignition engines. The facilities include a chassis dynamometer and instrumentation for evaluating engine performance, measuring exhaust gas emissions, and measuring noise. Studies can be conducted using a variety of fuels.

The *Fluid Dynamics/Thermal Science Lab* contains equipment to illustrate the principles of fluid flow and heat transfer and to familiarize students with hydraulic machines, refrigeration cycles, and their instrumentation. The lab also contains a subsonic wind tunnel equipped with an axial flow fan with adjustable pitch blades to study aerodynamics. Research tools include modern non-intrusive flow measurement systems.

The *Instrumentation Lab* contains six computer stations equipped with state-of-the-art, PC-based data acquisition hardware and software systems. A variety of transducers and test experiments for making mechanical, thermal, and fluid measurements are part of this lab.

In the *Materials and Manufacturing Lab*, students are exposed to a variety of materials characterization and manufacturing equipment. Manufacturing processes include aluminum sand casting, composite laminate manufacture, plastic casting, vacuum forming, and injection molding. Materials test equipment includes tensile, impact, and hardness testers, differential thermal analyzers, and a scanning electron microscope.

In the *Plastics Recycling Lab*, faculty and students design, manufacture, and test products made from plastic waste. The laboratory is fully equipped to manufacture plastic parts from waste.

The *Robotic Systems Laboratory* is an interdisciplinary laboratory specializing in the design, control, and teleoperation of highly capable robotic systems for scientific discovery, technology validation, and engineering education. Laboratory students develop and operate systems that include spacecraft, underwater robots, aircraft, and land rovers. These projects serve as ideal testbeds for learning and conducting research in mechatronic system design, guidance and navigation, command and control systems, and human-machine interfaces.

The *Vibrations and Control Systems Lab* is equipped with two flexible test systems. One is capable of single or multi DOF modes, free or forced motion, and adjustable damping. The other is an inverted pendulum. Both systems can be controlled by a wide variety of control algorithms and are fully computer connected for data acquisition and control.

## LOWER-DIVISION COURSES

### 10. *Graphical Communication in Design*

Introduction to the design process and graphical communications tools used by engineers. Documentation of design through freehand sketching and engineering drawings. Basic descriptive geometry. Computer-aided design as a design tool. Conceptual design projects presented in poster format. Computer Laboratory. (5 units)

### 11. *Materials and Manufacturing Processes*

Properties of common metals, alloys, and plastics. Manufacturing processes and their use in the production of mechanical components from metals and plastics. Laboratory. *Prerequisite: MECH 10.* (5 units)

## 15. *Introduction to Material Science*

Physical basis of the electrical, mechanical, and thermal behavior of solids. Relations between atomic structure and physical properties. Laboratory. *Prerequisites: MECH 11, CHEM 11, PHYS 33, and CENG 41.* (5 units)

## UPPER-DIVISION COURSES

### 102. *Introduction to Mathematical Methods in Mechanical Engineering*

The application of mathematical methods to the solution of practical engineering problems. A review of fundamental mathematical methods and calculus of a single variable, multivariable calculus, ordinary differential equations, numerical methods, and basics of linear algebra. (4 units)

### 114. *Machine Design I*

Analysis and design of mechanical systems for safe operation. Stress and deflection analysis. Failure theories for static loading and fatigue failure criteria. Team design projects begun. Formal conceptual design reports required. *Prerequisites: MECH 15, CENG 41, and CENG 43.* (4 units)

### 115. *Machine Design II*

Continuation of MECH 114. Treatment of basic machine elements (e.g., bolts, springs, gears, bearings). Design and analysis of machine elements for static and fatigue loading. Team design projects completed. Design prototypes and formal final report required. *Prerequisite: MECH 114.* (4 units)

### 121. *Thermodynamics I*

Definitions of work, heat, and energy. First and second laws of thermodynamics. Properties of pure substances. Application to fixed mass systems and control volumes. Irreversibility and availability. *Prerequisite: PHYS 33.* (4 units)

### 122. *Fluid Mechanics I*

Fluid properties and definitions. Fluid statics, forces on submerged surfaces, manometry. Streamlines and the description of flow

fields. Euler's and Bernoulli's equations. Mass, momentum, and energy analysis with a control volume. Laminar and turbulent flows. Losses in pipes and ducts. Dimensional analysis and similitude. Laboratory. *Co-requisite: MECH 140.* (5 units)

### 123. *Heat Transfer*

Introduction to the concepts of conduction, convection, and radiation heat transfer. Application of these concepts to engineering problems. Laboratory. *Prerequisites: MECH 121 and 122.* (5 units)

### 125. *Thermal Systems Design*

Analysis, design, and simulation of fluids and thermal engineering systems. Application of optimization techniques, life cycle and sustainability concepts in these systems. *Prerequisite: MECH 123* (4 units)

### 132. *Fluid Mechanics II*

Introduction to gas dynamics. Concepts of lift and drag. Mechanics of laminar and turbulent flow. Introduction to boundary-layer theory. Application to selected topics in lubrication theory, aerodynamics, turbomachinery, and pipe networks. Offered every other year. *Prerequisites: MECH 121 and 122.* (4 units)

### 140. *Dynamic Systems I*

Newtonian dynamics of rigid bodies. Kinematics of points and reference frames. Motion relative to noninertial frames. Linear and angular momentum. Newton's laws of motion. Moments and products of inertia. Work and energy methods. Impulse and momentum. *Prerequisites: PHYS 31, CENG 41, AMTH 106, and MECH 10.* (4 units)

**141. Dynamic Systems II**

Modeling of physical systems. Fundamental characteristics of linear systems via analysis of simple electrical and mechanical models. Response of linear systems to various inputs. Mechanical vibrations. Laboratory. *Prerequisite: MECH 140.* (5 units)

**142. Dynamic Systems III**

Analysis of linear feedback control systems by classical methods. Synthesis and design of control systems that satisfy certain stability and time-response criteria. Graphical design methods. Introduction to analysis and design by state-space methods. Laboratory. *Prerequisite: MECH 141.* (5 units)

**143. Mechatronics**

Introduction to the behavior, design, and integration of electromechanical components and systems. Review of appropriate electronic components/circuitry, mechanism configurations, and programming constructs. Use and integration of transducers, microcontrollers, and actuators. *Also listed as ELEN 123. Prerequisite: ELEN 50.* (5 units)

**145. Introduction to Aerospace Engineering**

Basic design and analysis of atmospheric flight vehicles. Principles of aerodynamics, propulsion, structures and materials, flight dynamics, stability and control, mission analysis, and performance estimation. Introduction to orbital dynamics. Offered every other year. *Prerequisites: MECH 122 and 140. Co-requisite: MECH 121.* (4 units)

**146. Mechanism Design**

Kinematic analysis and synthesis of planar mechanisms. Graphical synthesis of linkages and cams. Graphical and analytical techniques for the displacement, velocity, and acceleration analysis of mechanisms. Computer-aided design of mechanisms. Three or four individual mechanism design projects. Offered every other year. *Prerequisite: Junior standing in mechanical engineering.* (4 units)

**151. Finite Element Theory and Applications**

Basic introduction to finite elements; direct and variational basis for the governing equations; elements and interpolating functions. Applications to general field problems—elasticity, fluid mechanics, and heat transfer. Extensive use of software packages. Offered every other year. *Prerequisites: COEN 44 or equivalent and AMTH 106.* (4 units)

**160. Modern Instrumentation for Engineers**

Introduction to engineering instrumentation, computer data acquisition hardware and software, sampling theory, statistics, and error analysis. Laboratory work spans the disciplines of mechanical engineering: dynamics, fluids, heat transfer, controls, with an emphasis on report writing and experimental design. *Prerequisite: MECH 123.* (5 units)

**188. Co-op Education**

Practical experience in a planned program designed to give students work experience related to their academic field of study and career objectives. Satisfactory completion of the assignment includes preparation of a summary report on co-op activities. P/NP grading. May be taken for graduate credit. (2 units)

**189. Co-op Technical Report**

Credit given for a technical report on a specific activity such as a design or research project, etc., after completing the co-op assignment. Approval of department co-op advisor required. Letter grades based on content and presentation quality of report. May be taken twice. May be taken for graduate credit. (2 units)

**190. Independent Study**

Investigation of a mechanical engineering problem and presentation of the results. Arrangement with a faculty advisor is required. *Prerequisite: Senior standing.* (2–4 units)

**192. Technical Writing**

Organization of engineering proposals and reports. General aspects of technical communications. Development of oral presentation skills and strategies. *Prerequisite: ENGL 2.* (2 units)

**194. Advanced Design I: Tools**

Design tools basic to all aspects of mechanical engineering, including design methodology, computer-design tools, CAD, finite element method, simulation, engineering economics, and decision making. Senior design projects begun. *Prerequisite: MECH 115.* (3 units)

**195. Advanced Design II: Implementation**

Implementation of design strategy. Detail design and fabrication of senior design projects. Quality control, testing and evaluation, standards and specifications, and human factors. *Prerequisite: MECH 194.* (4 units)

**196. Advanced Design III: Completion and Evaluation**

Design projects completed, assembled, tested, evaluated, and judged with opportunities for detailed re-evaluation by the designers. Formal public presentation of results. Final written report required. *Prerequisite: MECH 195.* (3 units)

**199. Directed Research**

Investigation of an engineering problem and writing an acceptable thesis. Conferences as required. *Prerequisite: Senior standing.* (2–4 units)



# 6

## Interdisciplinary Minors and Other Programs of Study

### INTERDISCIPLINARY MINORS

#### ASIAN STUDIES

*Director:* Gregory P. Corning

The Asian Studies Program offers an interdisciplinary minor open to students from any undergraduate school or college in the University. The minor is designed to provide an introduction to the cultures and languages of Asia and to serve as a valuable complement to major fields of study. Courses in several disciplines enable students to sample different dimensions of Asian culture as well as focus on a specific area of interest.

#### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in Asian Studies:

##### *Culture Courses*

- Two lower-division courses and four upper-division courses (maximum of two from a student's major and three in any one department) selected from the list of approved courses

##### *Language Courses*

- Completion of the third course of the first-year, college-level sequence in an Asian language (Japanese and Chinese are offered) or demonstration of an equivalent level of proficiency by passing a language proficiency examination supervised by the Department of Modern Languages and Literatures
- Non-native speakers of English may satisfy this requirement by presenting professionally recognized documentation of proficiency in an Asian language

##### *Field Project*

- A field project approved by the program director
- Students are encouraged to ask instructors in Asian Studies courses about Arrupe placements or other ways they might complete a field project as part of a course. The program

director also can help students design projects that suit their interests and means, either locally or abroad.

The Asian Studies Program strongly urges its students to spend a summer, quarter, or year in one of the many University-approved study abroad programs. Many of these programs offer internship or volunteer opportunities that satisfy the field project requirement.

#### UPPER-DIVISION COURSES: ASIAN STUDIES

##### *ASIA 195. Field Project*

##### *ASIA 199. Directed Reading/ Directed Research*

*Note: In addition to the courses listed below, many departments offer occasional special topics, directed reading, and seminar courses on Asian Studies topics. Students should consult with the program director to determine the applicability of these courses, as well as study abroad courses, to the minor.*

#### ART HISTORY COURSES

ARTH 160. Arts of Asia

#### HISTORY COURSES

HIST 50. Introduction to East Asian Studies  
 HIST 51. Introduction to Chinese Civilization  
 HIST 52. Introduction to Japanese Civilization  
 HIST 54. Introduction to South Asia  
 HIST 55. Introduction to Southeast Asia  
 HIST 57. Rajas and Sultans in Medieval India  
 HIST 58. Modern India  
 HIST 146A. Medieval and Early Modern Japan  
 HIST 146B. Modern Japan  
 HIST 147A. Premodern China  
 HIST 147B. Modern China  
 HIST 148. U.S.-Japan Relations  
 HIST 150. Women in East Asia  
 HIST 151. Imperialism in East Asia  
 HIST 152. Colonialism and Nationhood in Southeast Asia  
 HIST 153. Philippines Under Spain: 1565-1898  
 HIST 154A. Ancient and Classical India  
 HIST 154B. State, Religion, and Gender in Medieval India  
 HIST 154C. Colonial India  
 HIST 155. Women in South Asia  
 HIST 156. Imperialism in South and Southeast Asia  
 HIST 157. Art and Religion of India  
 HIST 159. Special Topics in Asian History  
 HIST 194. Seminar in South Asian History  
 HIST 195. Seminar in East Asian History  
 HIST 199. Directed Reading

**MODERN LANGUAGES AND LITERATURES COURSES**

CHIN 1–3. Elementary Chinese I, II, III  
 CHIN 21–23. Intermediate Chinese I, II, III  
 CHIN 100–2. Advanced Chinese I, II, III  
 CHIN 137. Modern Chinese Culture  
 CHIN 198. Directed Study  
 CHIN 199. Directed Reading  
 JAPN 1–3. Elementary Japanese I, II, III  
 JAPN 21–3. Intermediate Japanese I, II, III  
 JAPN 100–2. Advanced Japanese I, II, III  
 JAPN 113–5. Readings in Japanese I, II, III  
 JAPN 137. Japanese Culture  
 JAPN 198. Directed Study  
 JAPN 199. Directed Reading

**POLITICAL SCIENCE COURSES**

POLI 2. Introduction to Comparative Politics (with Asia focus)  
 POLI 122. East Asian International Relations  
 POLI 139. Religion and Politics in the Developing World  
 POLI 147. Politics in Japan  
 POLI 148. Politics in China  
 POLI 199. Directed Reading

**RELIGIOUS STUDIES COURSES**

RSOC 7. South Asian Traditions  
 RSOC 10. Asian Religious Traditions  
 RSOC 82. Shia Islam  
 RSOC 85. Hinduism  
 RSOC 86. Buddhism  
 RSOC 88. Chinese Religions  
 RSOC 89. Japanese Religions  
 RSOC 115. Tibetan Buddhism  
 RSOC 130. East Asian Buddhism  
 RSOC 185. Gender in Asian Religions  
 RSOC 188. Religion and Violence  
 RSOC 199. Directed Reading and Research

**BIOMEDICAL ENGINEERING**

*Director:* Sally Wood

Bioengineering is the fastest-growing segment of engineering today and holds the promise of improving the lives of all people in very direct and diverse ways. Bioengineering is the application of electrical, chemical, mechanical, and other engineering principles to understand, modify, or control biological systems. The minor in biomedical engineering is designed for those students who are interested in the field but are majoring in other disciplines,

particularly science majors in the College of Arts and Sciences, students completing prerequisites for medical school during their undergraduate studies, and engineering majors.

**REQUIREMENTS FOR THE MINOR**

Students must complete the following requirements for a minor in biomedical engineering:

***Natural Science Courses***

- BIOL 21, 24, 25
- CHEM 11, 12, 13
- CHEM 31, 32, 33
- PHYS 11, 12, 13, or PHYS 31, 32, 33

***Mathematics Courses***

- MATH 11, 12, 13

***Engineering Courses***

- ENGR 10
- ELEN 50 or PHYS 70
- COEN 44 or MATH 10
- MECH 15

***Electives***

Two courses from the following:

- BIOL 104, 122, 124, 160, 179
- MECH 254, 256

***Capstone Course***

- ENGR 190

**BIOTECHNOLOGY**

*Director:* Ángel L. Islas

Biotechnology is revolutionizing the practice of medicine and agriculture and is having an impact on fields as diverse as human reproduction, forensics, manufacturing, and pollution control. The minor in biotechnology is designed for students interested in gaining insight into the scientific background of biotechnology, exploring its potential for the future, and obtaining practical experience in laboratory techniques used in biotechnology research and its applications. This course of study is most useful for students contemplating careers in the biotechnology industry and students who plan to pursue advanced degrees in

related areas such as molecular biology, cell biology, or biochemistry. The minor will be most easily completed by students majoring in biology, combined sciences, or chemistry; other majors should consult with their advisors and begin the course of study as early as possible in order to complete the requirements in a timely manner. Twelve courses are required for the minor, at least seven of which must have laboratory components.

In addition to coursework, students are required to complete a research internship at a biotechnology company, a research institute, or an academic laboratory focusing on an area relevant to biotechnology (i.e., cell biology, molecular biology, biochemistry, genetics, or microbiology). Internships must be approved in advance by the director. The minimum length of the internship is 10 weeks of full-time work or 400 hours total time if done on a part-time basis. Students must prepare a written report on the project upon completion, to be evaluated by the director.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in biotechnology:

#### *Scientific Foundations of Biotechnology*

- BIOL 21, 24, 25, 175
- CHEM 11, 12, 31, 32

#### *Ethical Issues*

- BIOL 171

#### *Advanced Laboratory Skills*

- BIOL 176, BIOL 177, or CHEM 143

#### *Contemporary Topics in Biotechnology and Related Fields*

- BIOL 189

#### *One Elective Course*

- BIOL 110, BIOL 113, BIOL 174, or CHEM 141

### CATHOLIC STUDIES

*Director:* Paul J. Fitzgerald, S.J.

The minor in Catholic Studies, open to students from all departments, is an interdisciplinary program for the study of the intellectual tradition of the Catholic faith. The minor is designed for intensive study of Catholicism as a faith embedded in many cultures and for the critical retrieval of the Catholic intellectual tradition through dialogue with contemporary thought under the rubrics of a variety of academic disciplines. Catholic Studies minors are assigned a faculty mentor who guides them through the program. In conjunction with the Ignatian Center for Jesuit Education, the Catholic Studies program sponsors intellectual, cultural, social, and religious opportunities for both students and faculty.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in Catholic Studies:

#### *Foundational Courses*

- Two courses in Catholic theology from offerings in the Department of Religious Studies
- One course from the Western Culture series

#### *Faith and Culture Courses*

- One specialized course in Catholic history
- One course in Catholic literature
- One specialized course in philosophy or an upper-division course in theology
- Two approved elective courses in the study of Catholic societies or cultures

#### *The Colloquium*

During sophomore, junior, and senior years, students may participate in a 2-unit interdisciplinary colloquium, "Catholic Imagination," which meets in the spring quarter of each year for the discussion of topics in theology, literature, film, the arts, politics, and culture. Guest lecturers and artists present their work. The colloquium is open to all Santa Clara students, but first priority is given to Catholic Studies minors.

### INFORMATION TECHNOLOGY AND SOCIETY

*Executive Director:* Geoffrey C. Bowker

The Center for Science, Technology, and Society offers an interdisciplinary minor in information technology and society. The program provides students with the opportunity to develop practical skills in computing, communications and networking, or data storage/retrieval; a sensitivity to the ethical issues relating to the uses of information technology; an understanding of the impact of information technology on social communities; the knowledge of how information technology can be used in imaginative ways; and an appreciation of the ways that information technology applications contribute to the common good.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in information technology and society:

- Four courses in programming, design, and applications from:  
ARTS 74, 75, 174, 175, 176, 177, 178, 179  
CENG 5  
COEN 1, 10, 11, 12, 20, 44, 146, 148, 150, 174, 177, 178, 179  
MKTG 175  
MATH 10, 61, 163, 164, 168, 178  
OMIS 17, 30, 31, 105, 107, 111, 113, 137

- Three courses in human and social impacts and influences of information technology from:

ANTH 151  
 ARTS 70  
 COMM 12, 160A, 161B, 162A, 180A, 181A, 182A  
 ENGR 19  
 LBST 75  
 MATH 3  
 MGMT 161  
 OMIS 34  
 PHIL 117  
 SOCI 49, 149, 160  
 THTR 35

- A minimum of four courses must be upper-division, including at least one upper-division course each from the two required sections above, and no more than three courses may be from the same department.
- Students must also attend at least four Center for Science, Technology, and Society symposia or colloquia and write brief critical summaries for a mentoring discussion and pass/no-pass evaluation by their minor advisor.

### MEDIEVAL AND RENAISSANCE STUDIES

*Director:* Blake de Maria

The minor in Medieval and Renaissance Studies offers students from all departments a cross-disciplinary and interdisciplinary program of study in Europe's Middle Ages and Renaissance. These periods lay on the edge of modernity, when the distinctive characteristics of the contemporary world began to form and when major new connections were made between Europe and Africa, the Middle East, East Asia, and the Americas. Study of these periods from many different points of view affords an opportunity to gain valuable perspectives on the ways that Medieval and Renaissance persons, events, and institutions helped to shape the modern world. Completion of the minor is noted on the student's transcript, and students receive a certificate acknowledging their accomplishment.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in Medieval and Renaissance Studies:

- Seven courses selected from three different departments with a maximum of three lower-division courses
- One of the upper-division courses must require an interdisciplinary research paper based on source materials and secondary works dealing with a topic rooted in the Medieval and/or Renaissance periods. The research paper requirement may be fulfilled by enrolling in MRST 199 under the supervision of an affiliated faculty member and the program director.

- The study of French, German, Greek, Italian, Latin, and/or Spanish is strongly recommended but not required. Students should consult with the program director to determine the cluster of courses best suited to their personal interests and preparation.

### MEDIEVAL AND RENAISSANCE STUDIES COURSES

#### *199. Independent Study*

Directed reading and research in source materials and secondary works dealing with selected problems rooted in the Medieval and/or Renaissance periods, culminating in an interdisciplinary paper. *Prerequisite:* Permission of program director and instructor. (2-5 units)

*Note: In addition to the courses listed below, many departments offer occasional special topics, directed reading/directed research, and seminar courses on Medieval and Renaissance topics. Students should consult with the program director to determine the applicability of these, as well as of courses taken at other institutions or while studying abroad, to the minor.*

### ANTHROPOLOGY COURSES

ANTH 146. Perspectives on the Spanish and Native American Experience

### ART HISTORY COURSES

ARTH 11. Western Culture: Art History I  
 ARTH 12. Western Culture: Art History II  
 ARTH 110. Early Christian and Byzantine Art  
 ARTH 114. Early Medieval Art  
 ARTH 116. Romanesque and Gothic Art  
 ARTH 120. 15th-Century Florentine Art  
 ARTH 121. Venice and the Other in the Renaissance  
 ARTH 122. The Art of Early Modern Rome  
 ARTH 123. Architecture in Early Modern Europe  
 ARTH 128. 17th-Century Italian Painting and Sculpture  
 ARTH 164. Islamic Art, 600-1350 CE

### CLASSICS COURSES

CLAS 112. World of Augustine  
 CLAS 119. History of Early Christianity  
 CLAS 135. Medieval Latin

### ENGLISH COURSES

ENGL 12. Western Culture: Literature II  
 ENGL 41. Survey of English Literature I  
 ENGL 54. Shakespeare  
 ENGL 116. Shakespeare's Tragedies  
 ENGL 117. Shakespeare's Comedies  
 ENGL 118. Shakespeare Studies  
 ENGL 141. Medieval Literature

ENGL 142. Chaucer  
 ENGL 143. Renaissance Literature  
 ENGL 144. Seventeenth Century Literature  
 ENGL 145. Milton  
 ENGL 162. Comparative Humanism  
 ENGL 188. Senior Seminars (on Medieval and Renaissance topics)

### HISTORY COURSES

HIST 12. Western Civilization: Medieval and Early Modern  
 HIST 45. Introduction to African History and Cultures  
 HIST 57. Rajas and Sultans in Medieval India  
 HIST 61. Latin American Origins  
 HIST 103. History of the Jesuits  
 HIST 117. State and Church in the Middle Ages: 1000–1450  
 HIST 118. Renaissance and Reformation: 1350–1560  
 HIST 119. Sex, Family, and Crime in Mediterranean Europe, 1300-1800  
 HIST 121. Interpreting the English Reformation  
 HIST 122. Pirates of the Mediterranean  
 HIST 126. Conflicts in Medieval Christianity  
 HIST 127. The World of St. Francis  
 HIST 129. Special Topics in Ancient and Early Modern European History  
 HIST 146A. Medieval and Early Modern Japan  
 HIST 147A. Premodern China  
 HIST 154A. Ancient and Classical India  
 HIST 154B. State, Religion, and Gender in Medieval India  
 HIST 160. Mexico: Colonial and Early National Periods  
 HIST 192. Seminar in Medieval or Early Modern Europe

### HONORS COURSES

HNRS 12. Medieval and Early Modern Culture

### MODERN LANGUAGES AND LITERATURES COURSES

FREN 115. Major Works of French Literature I  
 FREN 120. Moyen Age  
 FREN 130. Humanism and the Renaissance  
 ITAL 110. Italian Civilization I  
 ITAL 120. Survey of Italian Literature I  
 ITAL 130. Dante, La Divina Commedia I  
 ITAL 131. Dante, La Divina Commedia II  
 ITAL 140. Duecento, Trecento  
 ITAL 150. Quattrocento, Cinquecento (Rinascimento)  
 SPAN 120. Major Works of Spanish Literature I  
 SPAN 122. The Spanish Picaresque Novel  
 SPAN 123. *Siglo de Oro* Drama  
 SPAN 130. Survey of Latin American Literature I  
 SPAN 165. Cervantes: *Don Quijote*

### MUSIC COURSES

MUSC 11. Performance and Culture I  
 MUSC 12. Performance and Culture II  
 MUSC 101. Music History I: Antiquity Through Renaissance

### PHILOSOPHY COURSES

PHIL 11. Western Culture: Philosophy I, Classical and Medieval  
 PHIL 12. Western Culture: Philosophy II, Early Modern  
 PHIL 132. Medieval Philosophy

### RELIGIOUS STUDIES COURSES

RSOC 65. Early Christianity  
 RSOC 144. Gender, Body, and Christianity  
 SCTR 126. Sufi Mysticism  
 SCTR 132. Apocalypse Now  
 TESP 82. Witches, Saints, and Heretics: Religious Outsiders  
 TESP 143. Theology and Ethics of Thomas Aquinas

### THEATRE COURSES

THTR 11. Performance and Culture I  
 THTR 12. Performance and Culture II  
 THTR 110. Medieval Theatre  
 THTR 112. Topics in Theatre and Drama prior to 1700  
 THTR 120. Acting Styles I: Shakespeare  
 THTR 151. Social History of Fashion I  
 THTR 187. Seminar in Theatre and Dance before 1700

### RETAIL STUDIES

*Director:* Dale D. Achabal

The minor in retail studies, offered through the Retail Management Institute, provides students with an opportunity to explore many of the exciting and challenging multi-channel and Internet retailing career opportunities in the industry. Students acquire hands-on experience through a full-time, 10-week management internship with a major retail organization during the summer between their junior and senior years. The internships give students an opportunity to apply classroom theories to actual situations in a work environment, enabling them to practice and refine their leadership and managerial skills.

All students take a two-quarter advanced retail seminar in the fall and winter quarters of their senior year. The seminars cover topics such as branding, product development, merchandise management, negotiation, store operations, team building, information systems, supply chain management, e-commerce, pricing and promotion analysis. This strong business and liberal arts background prepares all students for the challenges of today's increasingly complex business world.

The program is open to all University undergraduates. Students entering the retail studies minor continue to major in their field of interest and receive their bachelor's degree in that field. The minor is composed of a set of core courses and either a multi-channel or Internet retailing option based on the interests of the individual student. Non-business majors are encouraged to apply for admission to the program during their freshman or sophomore year to allow time to integrate their course of study in retailing with the requirements in their major field. Business students who have completed the lower-division requirements can enter the program as late as their junior year.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in retail studies:

- COMM 20 or MGMT 171
- ARTS 70, COMM 12, OMIS 34, or SOCI 49/149
- ECON 1
- OMIS 40, COMM 110, PSYC 40, or MATH 8
- MKTG 181
- MKTG 165
- Summer Internship: BUSN 198 or other approved internship
- MKTG 168 and 169

Students may select one of the following two options:

#### *Multi-Channel Option*

- ACTG 11
- OMIS 17
- MGMT 160

#### *Internet Retailing Option*

- ARTS 74 or ARTS 174
- ARTS 75 or ARTS 175
- MKTG 175, ARTS 177, OMIS 111, OMIS 113, or equivalent COMM class

### URBAN EDUCATION

*Director:* Carol Ann Facione Giancarlo

The minor in urban education provides Santa Clara undergraduate students seeking to become elementary or secondary teachers with the basics in educational theory, urban school observation and reflective experiences, and the sociological and psychological foundations of education. The urban education minor has two distinctive components: foundational courses in education and a focus on urban education issues. The urban element springs from the Jesuit commitment to the poor and reflects the multicultural focus of Santa Clara's

basic credential programs. Societal problems, such as poverty, crime, and prejudice challenge teachers and policy makers who struggle daily with how to strengthen the educational experience for children.

### REQUIREMENTS FOR THE MINOR

Students must complete the following requirements for a minor in urban education:

- EDUC 70, 106, 138, 198A/B
- PSYC 134
- One upper-division course in ethnic studies chosen with approval from the director of the Liberal Studies Program.

### OTHER PROGRAMS OF STUDY

#### AEROSPACE STUDIES

*Professor:* Lieutenant Colonel Bruce T. Hellen (*Chair*)

*Assistant Professors:* Major Michele Tasista, Captain Cesar Gonzalez

Santa Clara University has entered into an agreement with San Jose State University that permits Santa Clara students to enroll in a program leading to a commission as a second lieutenant in the United States Air Force. The Air Force Reserve Officer Training Program offers a high-quality educational experience for college students in Air Force organization, history, officer skills, leadership and management, and national security policy and issues. Classes are offered on the San Jose State University campus.

#### LOWER-DIVISION COURSES

##### *1A, B. Foundations of the U.S. Air Force*

career opportunities and benefits, in addition to military communication skills and protocols. The second year builds on this foundation with a review of Air Force heritage and history, from dirigibles to the jet age. (1 unit per semester)

##### *2A, B. Evolution of USAF Air and Space Power*

The first year of instruction includes an overview of the Air Force, with focus on

#### UPPER-DIVISION COURSES

##### *131A, B. Air Force Management and Leadership*

##### *131B. Executive Functions and Problem-Solving Tools, Practices, and Controls*

##### *131A. Communicative Skills at the Junior Officer Level and Management Principles*

Differing styles of leadership. Year course. *Prerequisites:* AS 1A, B; AS 2A, B; or as determined by department chair. (3 units per semester)

**141A. National Security Affairs**

Role of the Air Force in accomplishing national security objectives. U.S. national security and the relationships among various governmental institutions. Global perspective to include regional studies of Russia, Asia, Central and South America, Middle East, and Africa. *Prerequisite or co-requisite: AS 131B.* (3 units)

**141B. Preparation for Active Duty**

Examination of advanced leadership ethics and Air Force doctrine. Topics of special emphasis include the military as a profession, officership, military justice, and prepara-

tion for active duty. *Prerequisite or co-requisite: AS 141A.* (3 units)

**180. Individual Studies**

Application of theory and instruction in field and staff exercises. By arrangement. (3 units)

**Leadership Laboratory**

Dynamic environment in which cadets develop leadership and management skills by planning, organizing, directing, and coordinating exercises. Mandatory 2 hours per week for officer candidates.

**GERONTOLOGY CERTIFICATE PROGRAM**

*Director:* Patricia M. Simone

Gerontology is the study of the elderly and of the aging process. Majors from any field may enhance their credentials and their ability to work with the elderly through the gerontology certificate program. Students examine influences on the roles and quality of life of the elderly as well as physical and psychological aspects of aging. Courses investigate perceptions about the elderly in various societies and how the experiences of older people differ according to culture, ethnicity, class, and gender. Students complete a practicum that gives them experience working with the elderly. Completion of the gerontology certificate program is noted on a student's transcript and with a certificate acknowledging their achievement.

**REQUIREMENTS FOR THE CERTIFICATE**

Students must complete the following requirements to receive a certificate in Gerontology:

- One lower-division course from SOCI 1, ANTH 3, PSYC 1, or PSYC 2
- BIOL 187
- Three upper-division courses from ANTH 172, POLI 168, PSYC 188, PSYC 196, TESP 126, SOCI 172, SOCI 176, or any gerontology-related course with approval of the director
- A gerontology-related practicum approved by the director

**UNIVERSITY HONORS PROGRAM**

*Director:* Richard Osberg

The University Honors Program provides Santa Clara's most able students with intellectual opportunities based in small, seminar-style classes. With 14 to 17 students each,

seminars emphasize analytical rigor, effective expression, and interaction among professors and students. In the classroom and elsewhere on campus, students enjoy a level of collaboration exceptional even at Santa Clara.

The course of study combines broadly based, liberal learning with depth of specialization in a major field. Honors Program classes are designed to fit within the curricula of the humanities, natural and social sciences, business, and engineering. Possible majors include every undergraduate field in the University.

**LOWER-DIVISION COURSES****11. Classical Culture**

A multidisciplinary survey of the origins of Western culture in the ancient Mediterranean emphasizing ancient Greece and Rome from Homer through late antiquity. The seminar-style course explores primary sources from literature, history, philosophy, and art. *Enrollment normally limited to participants in the University Honors Program.* (4 units)

**12. Medieval and Early Modern Culture**

Examination of the European intellectual heritage in literature, art, history, and philosophy from the 11th to the 17th centuries, including the abbey church of St. Dennis, the Joinville Statue of St. Louis IX, Florentine Renaissance frescos, and works

by St. Thomas Aquinas, Dante, Shakespeare, Locke, and Hobbes. *Enrollment normally limited to participants in the University Honors Program.* (4 units)

**13. Late Modern Culture**

Examination of the later development (1700-now) of Western culture in the areas of art, history, philosophy, literature, and technology. *Enrollment normally limited to participants in the University Honors Program.* (4 units)

*Note: In addition to the Western culture sequence (HNRS 11, 12, 13), the program offers special courses and sections through specific departments including chemistry, English, mathematics, philosophy, psychology, and religious studies.*

**UPPER-DIVISION COURSES****100. Honors Seminar**

An advanced seminar usually on an interdisciplinary topic. May be repeated for credit when topic changes. *Enrollment limited to students in the Honors Program.* (5 units)

**101. Fellowship Preparation**

A seminar for those students interested in preparing for major fellowship competition (Rhodes, Marshall, Truman, Goldwater, etc.). *Open to freshmen and sophomores with permission of the instructor.* (2 units)

**199. Honors Program Thesis**

Course credit for thesis or culminating project of the Honors Program. *Enrollment limited to students in the Honors Program.* (1 unit)

## INTERNATIONAL PROGRAMS

*Executive Director:* Dennis Gordon

International Programs offers minors in international studies and international business and coordinates study abroad opportunities for undergraduate students. Students may also earn a certificate in international leadership by successfully completing a two-course sequence in intercultural competence (INTL 102 and 103) and a study abroad educational or service program.

### MINOR IN INTERNATIONAL STUDIES

*Executive Director:* Dennis Gordon

The minor in international studies is designed for students who wish to concentrate coursework beyond their majors on selected nations, regions, or topics of international significance. Students can choose between an area studies emphasis with a focus on Africa, Europe, or Latin America or a thematic emphasis with a focus on a topic, such as poverty and development, international human rights, or peace studies.

The area studies emphasis on Africa offers an introduction to the cultures, languages, politics, and global challenges facing the continent of Africa and its people spread across the planet through colonialism, slavery, and globalization. The area studies emphasis on Europe offers an interdisciplinary introduction to the cultures, languages, politics, and global challenges facing the continent. The area studies emphasis on Latin America offers an interdisciplinary introduction to the cultures, languages, politics, and global challenges facing the region.

The thematic emphasis offers students the opportunity to examine broad international issues that transcend a single nation or geographic area. Subjects such as international organization, poverty and development, cultural interdependence, diplomacy and law are by their very nature international. Such subjects require systematic approaches distinct from the examination of single-nation or area studies. Students develop their own themes and present a detailed proposal to the International Studies Committee for approval usually no later than the first quarter of their junior year. Students planning an off-campus program for their junior year should obtain this approval prior to their departure.

#### Area Studies Emphasis

Students must complete the following requirements for a minor in international studies with an area studies emphasis:

#### *Foreign Language*

- Two upper-division courses in a foreign language
  - Africa: French or Arabic
  - Latin America: Portuguese or Spanish
  - Europe: French, German, Italian, or Spanish
- The foreign language requirement may be fulfilled by examination through the Department of Modern Languages and Literatures.

#### *Social Science*

- One course from POLI 2, POLI 25, or ANTH 3

#### *Geography*

- One course in anthropology, sociology, or political science

#### *Capstone Course*

- A minimum of 20 hours in a class, internship, or community volunteer activity overseas with academic or other appropriate oversight and assessment. The requirement may be fulfilled by a minimum of one quarter study abroad at an appropriate site which includes community involvement outside of the classroom or an alternative approved by the executive director of international programs.

#### *African Studies*

Four courses from the following, at least three of which must be upper division and no more than two of which may be in the student's academic major:

- ECON 134, 135
- ENGL 35, 130, 157, 164, 166
- HIST 45, 104, 107, 141, 142, 143, 144, 149, 158, 193
- FREN 111, 113
- POLI 146
- RSOC 18, 19, 22L, 46, 81, 170, 191
- TESP 131, 184

#### *European Studies*

Four courses from the following, at least three of which must be upper division and no more than two of which may be in the student's academic major:

- COMM 199
- ENGL 149, 155, 168L, 184L
- HIST 13, 120, 121, 124, 131, 134, 135, 136, 139, 193
- FREN 108, 110, 111, 116, 170, 171, 172, 180, 182, 183
- GERM 110, 111, 150, 151, 160, 182
- ITAL 62, 112, 113, 180, 182
- SPAN 125, 150, 151
- PHIL 119, 119L, 129, 133, 144, 145, 183

#### *Latin American Studies*

Four courses from the following, at least three of which must be upper division and no more than two of which may be in the student's academic major:



- ANTH 185
- ECON 130
- HIST 61, 62, 64, 161, 162, 163, 164, 169, 196
- POLI 124, 136, 136A, 137, 140, 196
- SOCI 134, 135
- SPAN 112, 130, 131, 135, 140, 141, 145, 146, 148

### Thematic Emphasis

Students must complete the following requirements for a minor in international studies with a thematic emphasis:

#### Foreign Language

- Two upper-division courses in a foreign language
- The foreign language requirement may be fulfilled by examination through the Department of Modern Languages and Literature.

#### Social Science

- One course from POLI 2, POLI 25, or ANTH 3

#### Geography

- One course in anthropology, sociology, or political science

#### Thematic Focus

- Four courses selected with the approval of the International Studies Committee, at least three of which must be upper division and no more than two of which may be in the student's academic major

#### Capstone Course

- A minimum of 20 hours in a class, internship, or community volunteer activity overseas with academic or other appropriate oversight and assessment. The requirement may be fulfilled by a minimum of one quarter study abroad at an appropriate site which includes community involvement outside of the classroom or an alternative approved by the executive director of international programs.

## MINOR IN INTERNATIONAL BUSINESS

*Director:* Tyzoon Tyejbee

The minor in international business is designed to educate students in a broad range of management and business skills in a global context. The program of study for the international studies minor includes coursework in language, social science, and international business and is open to all undergraduate students. The minor provides students with an

understanding of the social, economic, and political context of international business, the language communication skills, and the business decision-making skills to be effective managers in a global marketplace. Students are encouraged to participate in a study abroad program or internship to complement this minor.

Students must complete the following requirements for a minor in international business:

#### Foreign Language

- One course from ARAB 23, CHIN 23, FREN 50, FREN 100, GERM 100, ITAL 100, JAPN 23, SPAN 100

#### World Geography and Demography

- One course from ANTH 50, HIST 5, POLI 50, SOCI 50, SOCI 138

#### Business Fundamentals

- ACTG 11, BUSN 70, ECON 1, ECON 2, ECON 3, and MGMT 80
- One course from MGMT 6, PHIL 6, PHIL 112

#### Social Science in a Global Context

- One course from ECON 137, ECON 129, ECON 130, ECON 134, HIST 105, INTL 102 and 103, PSYC 162, POLI 119, POLI 121, POLI 122, POLI 136, POLI 137, POLI 140, POLI 142, POLI 144, POLI 146, or an approved course taken in the SCU El Salvador program

#### International Business

- Two courses from ACTG 152, FNCE 151, MGMT 170, MKTG 178, ECON 181, ECON 182

It is also recommended, but not required, that students pursuing a minor in international business participate in a study abroad program, complete advanced language courses, complete an internship related to an international business career, and complete additional coursework in economic development, modern history, and politics of selected world regions.

### UPPER-DIVISION COURSES: INTERNATIONAL STUDIES

#### 101. Contemporary Global Issues

Interdisciplinary focus on contemporary international social, cultural, and political topics. (1-5 units)

full academic year study abroad program. (2 units, P/NP only)

#### 103. Applied International Intercultural Competence

#### 102. International Intercultural Competence

Interdisciplinary course designed for students preparing to study abroad. Considers the personal, cultural, and practical dimensions of studying in a different society. Part of a two-course sequence leading to a certificate in International Leadership. Students must be current applicants for summer, semester, or

Interdisciplinary course designed for students recently returned from an international study abroad or service learning experience. Emphasis on applying knowledge gained abroad for personal development and service to the community. Required for certificate in International Leadership. (2 units, P/NP only)

**104A. Model United Nations Research Preparation**

Preparation for Model United Nations simulation exercise (INTL 104B). Students research United Nations' procedures, issues, and the policies of new member states. Open to all undergraduates. (1 unit)

**104B. Model United Nations: International Conflict Simulation**

Simulated United Nations sessions, representing member-nations, debating and preparing resolutions, and engaging in other aspects of diplomacy. *Prerequisite: INTL 104A.* (1 unit)

**112. Intercultural Communication**

Familiarizes students with current theoretical and substantive debates concerning intercultural communication. Students enrolled in INTL 112 must also take INTL 113. (3 units)

**113. Independent Study of Intercultural Communication**

Mandatory independent study and tutorial taken concurrently with Intercultural Communication (INTL 112). May be substituted for INTL 102: International Intercultural Competence. (1.5 units)

**198. International Internship/Experiential Learning**

Directed internship or field placement with governmental or non-governmental organization. Placements are supervised by a faculty member who meets with students to assess their academic achievement and participation at the placement site. Permission of instructor required. (1-5 units)

**199. Directed Reading**

Independent study. Written outline of the proposed course, with signatures of the sponsoring instructor and director of International Programs must be completed one week prior to registration. (1-5 units)

**STUDY ABROAD PROGRAMS**

*Director:* Barbara Colyar

Santa Clara provides global educational opportunities through study abroad and experiential learning programs operated by the University, affiliated programs operated by other institutions, and exchange programs. Programs are available for one quarter, a full academic year, or a summer session.

To be eligible to participate in a study abroad program, Santa Clara students must be admitted to degree status at the University, must have completed at least 88 quarter units of credit, must have declared an academic major, and must not be on academic or disciplinary probation. Students who have completed less than 88 quarter units of credit may participate in a study abroad program with the approval of the director of study abroad and the dean of academic support services. Approval by the student's academic advisor and the director of study abroad is required for participation in a study abroad program.

Units and grades earned for coursework in University-operated study abroad programs, University-affiliated study abroad programs, and University study abroad exchange programs are included in a student's Santa Clara academic history. Units earned in approved study abroad programs may be used to fulfill University Core Curriculum, college or school, department, or program requirements subject to prior approval by the appropriate dean's office, department chair, or program director. However, such units do not satisfy the University residency requirement. Grades earned in approved study abroad programs are included in the calculation of the Santa Clara grade point average.

Units earned for coursework in study abroad programs not operated by or affiliated with the University are accepted only as transfer credit and are subject to the policies governing units taken at other institutions in Chapter 8, Academic and Administrative Policies and Regulations.

**SANTA CLARA EL SALVADOR PROGRAM**

*Directors:* Kevin Yonkers-Talz and Trena Yonkers-Talz

Casa de la Solidaridad is an experiential learning program conducted in El Salvador by Santa Clara University. This semester-long program combines academic courses with direct experiential learning and service activities in and around San Salvador. Students live in community in the Casa, study at the University of Central America, and take part in community field placement projects for two full days per week. The program is offered in conjunction with the Association of Jesuit Colleges and Universities and the University of Central America, El Salvador and is open to Santa Clara students, students from other Jesuit universities, and students from selected other institutions.

**UPPER-DIVISION COURSES: CASA DE LA SOLIDARIDAD****130. Salvadoran Literature**

Readings and analysis of works by Salvadoran authors, reflecting the national and historical reality of the country. Special focus on literature dealing with issues such as social inequality, the role of the woman in Salvadoran society, and implications of societal violence. *Enrollment limited to students in the Casa de la Solidaridad Program.* (5 units)

**131. Sociology of Public Communication in El Salvador**

Examination of the public discourses of power and the mass media of communication. Presents the contrast between the public discourse of power and alternative discourses, which are based on the principles of human dignity, the promotion of justice, and social equality. Basic theoretical tools for analyzing discourse and linguistic resources of power in El Salvador. *Enrollment limited to students in the Casa de la Solidaridad Program.* (5 units)

**132. Perspectives on El Salvador's Civil War**

The war was a turning point in Salvadoran history. It tore apart the country and led to changes that previously had been unthinkable. To understand today's El Salvador, it is imperative to understand the historical, political, and social aspects of the war. This

course looks at its causes, its different stages, and its outcome. It considers the various actors, both inside El Salvador and in the international community. The course will cover the pre-war period, the war itself, the negotiation period and process, as well as the extremely varying evaluations of the war and its results. *Enrollment limited to students in the Casa de la Solidaridad Program.* (5 units)

**138. University of Central America Elective**

For students participating in the Casa de la Solidaridad program in El Salvador, the option to enroll in a university course or develop an independent research project. *Enrollment limited to students in the Casa de la Solidaridad Program* (5 units)

**139. Field Praxis/Placement**

Experiential field placement as part of the Casa de la Solidaridad program in El Salvador. Students work two full days per week in the community, and integrate this experience with academic readings, journals, social analysis, and reports. This experience serves as the springboard for academic, personal, and communal reflection, and is integrated into other coursework. *Enrollment limited to students in the Casa de la Solidaridad Program.* (5 units)

## SANTA CLARA LONDON PROGRAM

*Director:* Dennis Parnell, S.J.

The Santa Clara London Program combines challenging academic courses with a required internship in business, the arts, or public service. Students may study for one, two, or three quarters in London. The program combines courses taught by Santa Clara faculty and Santa Clara-approved instructors from the United Kingdom and Europe. The program is operated jointly with the Foundation for International Education. Enrollment is limited to undergraduate students admitted to degree status at Santa Clara.

### UPPER-DIVISION COURSES: SANTA CLARA LONDON PROGRAM

#### 110. *British Life and Culture*

Mandatory course for students participating in the Santa Clara London Program. The aim of the course is to take students beyond the initial aspects of cultural difference and to offer insights as to what makes British culture distinct. *Enrollment limited to students in the Santa Clara London Program.* (3 units)

#### 111. *Independent Study of British Culture and Visual Media*

Mandatory course for students participating in the Santa Clara London Program. Mandatory independent study and tutorial

taken concurrently with British Culture and Society (INTL 110). Provides ongoing reflection and analysis during internship. *Enrollment limited to students in the Santa Clara London Program.* (1.5 units)

#### 119. *London Internship*

Experiential-based learning in association with the Santa Clara London Program. Provides academic framework for placement in business, public sector, or humanities. All internships are unpaid. *Enrollment limited to students in the Santa Clara London Program.* (4.5 units)

## SANTA CLARA CUBA PROGRAM

*Director:* Robert Bozina

Santa Clara University offers a 14-week course of study in Havana, Cuba in collaboration with Cuba's Centro Nacional de Escuelas de Arte. Courses are taught by members of the faculty from Santa Clara and Centro Nacional de Escuelas de Arte. Courses involve musical ethnology, Afro-Cuban cultural history, Cuban literature, and studio instruction in music and dance at whatever level is appropriate for each student, beginning through advanced. During the course of study, participants are involved in research and educational field trips outside Havana to Santiago de Cuba and Guantanamo to investigate several types of Cuban music and dance including Son, Trova, Comparsas, Changui and Tumba Francesa. The program provides lodging, meals, and assistance with transportation. Enrollment is limited to undergraduate students admitted to degree status at Santa Clara. Descriptions of courses offered through the program can be found in the departmental listings in the appropriate department in Chapter 3, College of Arts and Sciences.

## SANTA CLARA AFFILIATED PROGRAMS

Santa Clara provides study abroad opportunities during the academic year for undergraduate students at locations around the world with a variety of language prerequisites, housing options, and course choices through other institutions. Coursework completed at

affiliated study abroad programs can be applied to the unit requirement for a student's degree and also may fulfill University Core Curriculum requirements, college or school requirements, and academic major or minor requirements subject to the appropriate approval by the University. Study abroad options are offered through Arcadia University, the Council of International Educational Exchange, Gonzaga University, Loyola University, Syracuse University, Borderlinks, Denmark International Studies, International Education of Students, School for Field Studies, and the Beijing Center. Enrollment is limited to undergraduate students admitted to degree status at Santa Clara.

## SANTA CLARA EXCHANGE PROGRAMS

Santa Clara provides study abroad opportunities during the academic year for undergraduate students through exchange programs with 11 universities in 10 countries. Coursework completed at exchange study abroad programs can be applied to the unit requirement for a student's degree and may also fulfill University Core Curriculum requirements, college or school requirements, and academic major or minor requirements subject to the appropriate approval by the University. Study abroad exchange programs are offered in Australia through the Australian Catholic University, in Canada through Simon Fraser University, in Chile through Universidad Alberto Hurtado, in France through Universite Catholique de Lille, in Italy through Universita degli Studi di Firenze, in Japan through Sophia University and University of the Sacred Heart, in Mexico through Universidad Iberoamericana Puebla, in the Philippines through Ateneo de Manila, in Spain through Universidad de Deusto, and in Sweden through Lund University.

## SANTA CLARA SUMMER PROGRAMS

Santa Clara operates study abroad programs in El Salvador, Costa Rica, England, Italy, and Germany during the summer session. Enrollment is limited to undergraduate students admitted to degree status at Santa Clara.

### El Salvador

The El Salvador summer program is designed for students interested in pursuing careers in the health profession. Students integrate classroom learning with experiential community-based learning in marginal Salvadoran communities. Each student will have a field placement where they will work four afternoons a week in either a hospital or clinic supervised by Salvadoran medical professionals. Students live in community with other students as well as with peer Salvadoran students studying at Central American University. Students take one of two Spanish courses depending on their language proficiency and the field praxis course.

### Costa Rica

The Costa Rica summer program offers a small cohort of students an opportunity to experience the breathtaking beauty and astounding biodiversity of Costa Rica's natural ecosystems, while appreciating the challenges this small Central American nation faces in sustainably developing its economy and providing livelihoods for its people. Students enroll in two courses taught by Santa Clara University instructors, and upon successful completion of the course requirements receive a total of 10 units of credit. Students have one week of pre-field instruction at Santa Clara, then spend three weeks traveling through Costa Rica, staying at biological field stations or tourist facilities as well as doing brief home stays with Costa Rican families. Opportunities to meet Costa Ricans and other Latin

American students, learn Spanish, and do community service complement the academic offerings, which focus on drawing, observing nature, understanding rainforest ecology, and learning about sustainable development and ecotourism.

### England

The England summer program is located in the beautiful university town of Durham. Students enroll in two upper-division courses for 10 units of credit. Courses are taught by faculty from Santa Clara and the University of Durham. Courses explore various aspects of English literature, history, religious belief, and political life. The program begins with five days in London. Field excursions include weekends in Edinburgh and Stratford-upon-Avon. Day trips are to Hadrian's Wall, the water gardens of Studley Royal, the medieval city of York, and Fountains Abbey. Students live in a traditional English college in the heart of medieval Durham.

### Italy

The Italy summer program is located in the city of Verona, whose historical significance is highly recognized by scholars and artists alike. The program initiates students to an authentic urban Italian experience with opportunities to experience operas and museums as well as learn about the history of the reigning families of Verona from 1100 until 1800. Students are housed and taught at Idea Verona, a school located just minutes from the center of the city. The Verona program begins with a trip to Venice, where students are oriented for the Verona program and given a tour of Venice by a guide who is well-versed in the history and art of the city. Students have opportunities and are encouraged to travel to a variety of sites near Verona, where they can truly begin to familiarize themselves with one of the most celebrated areas of Italy. Students enroll in an Italian conversation and composition course and one other elective course.

### Germany

The Germany summer program is located in the city of Freiburg. German language courses are offered in conjunction with the Department of Modern Languages and Literatures at Santa Clara University. Students fulfill the equivalent of two quarters of language requirements in the four-week program. In addition to the language courses, a course in contemporary German civilization is also offered. Lectures and seminars offer a survey of literary, linguistic as well as cultural, historical, political, legal and social developments in Germany. Depending on individual language skills, summer course participants may attend all afternoon lectures and seminars.

### Affiliated Programs

Santa Clara provides a limited number of study abroad opportunities during the summer for undergraduate students through other institutions. Coursework completed in summer affiliated programs can be applied to a student's degree requirements subject to the appropriate approval by the University. Information about specific programs offered in the summer is available from the International Programs Office.

## MILITARY SCIENCE PROGRAM

*Professor:* Lieutenant Colonel Shawn W. Cowley (*Director*)

*Assistant Professors:* Captain Sarah Stitt, Captain Michael Regnier

*Senior Instructor:* Master Sergeant James Atchison

The Military Science Program offers classes open to all Santa Clara students and the Bronco Battalion, an Army Reserve Officer Training Corps (ROTC) battalion of cadets from Santa Clara University, Stanford University, and San Jose State University. The military science program is designed to develop management skills and leadership abilities for successful careers in both the corporate world and the military. Students who complete the ROTC program are eligible for appointment and commissioning as officers in the Army Reserve. Reserve commissions are tendered in all basic branches of the Army. A board of officers determines the branch in which students are commissioned based on their preference, leadership potential, academic background, and the needs of the service.

The military science core curriculum consists of six lower-division classes in the ROTC Basic Course and seven upper-division courses in the ROTC Advanced Course. Cadets may take a summer course (MILS 24) in lieu of the six lower-division courses. The professional military education of ROTC cadets consists of two components: a baccalaureate degree from Santa Clara University (or one of the cross-enrolled universities) and at least one undergraduate course from each of five designated fields of study. Prior to commissioning, cadets must take at least one course in military history and computer literacy.

The curriculum is divided into ROTC Basic Course requirements and ROTC Advanced Course requirements. To proceed to the ROTC Advanced Course classes, students must complete either the six required ROTC Basic Course classes or attend a summer class at Fort Knox, Kentucky. The director of the military science program must approve exceptions to this progression.

### ROTC Basic Course Requirements

The ROTC Basic Course, Fundamentals of Leadership and Management, includes the first-year and second-year courses (MILS 11, 12, 13, 21, 22, and 23) designed for beginning students who want to qualify for entry into the ROTC Advanced Course and for those students who may want to try military science without obligations. A student can also qualify for entry in the ROTC Advanced Course by completing the summer training camp (MILS 24).

### ROTC Advanced Course Requirements

The ROTC Advanced Course, Advanced Leadership and Management, consists of the third-year and fourth-year courses (MILS 131, 132, 133, 134, 141, 142, and 143) open to students who have completed or earned placement credit for the ROTC Basic Course. Students must complete all courses numbered greater than MILS 130, to include MILS 134, a six-week Leader Development and Assessment Course during the summer, in sequence, unless otherwise approved by the professor of military science. The ROTC Advanced Course qualifies students for commissions as officers in the U.S. Army. Students who do not desire to compete for a commission as an officer in the Army may take these courses for academic credit with approval by the professor of military science.

### Leadership Laboratories

Leadership laboratories, held weekly for three hours, are required of all students. Performance during lab periods is reflected in the student's course grade. Labs include activities such as rappelling, terrain navigation, marksmanship, drill and ceremonies, and tactical field training exercises.

## Labs and Field Exercises

During each quarter of class work, weekly lab work is required. Two off-campus exercises involving adventure training, rappelling, rifle marksmanship, leadership training, and survival skills are optional for non-scholarship ROTC Basic Course students. Two off-campus exercises focusing on leadership and military skills are mandatory for ROTC Advanced Course students.

### LOWER-DIVISION COURSES

#### 11. *Leadership and Personal Development*

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership and officership. Students develop their own personal fitness program under the guidance of an Army master fitness trainer. Two 60-minute classes per week; weekly three-hour leadership labs required. One four-day weekend field exercise away from the University. (3 units)

#### 12. *Foundations in Leadership I*

An overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback and using effective writing skills. Students begin to explore leadership dimensions and values. Two 60-minute classes per week. Weekly three-hour leadership labs required. One military formal dinner. (3 units)

#### 13. *Foundations in Leadership II*

An overview of the leadership framework with practical applications in fundamentals such as problem solving, listening, presenting briefs, and using effective writing skills. Students explore dimensions of leadership, values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Two 60-minute classes per week. Weekly three-hour leadership labs required. One four-day weekend field training exercise away from the University. (3 units)

#### 21. *Innovative Leadership*

Explores the dimensions of creative leadership strategies and styles by studying historical cases and engaging in interactive exercises. Students practice aspects of personal motivation and team building within the context of planning, executing and assessing team exercises. Focus will be on the continued development of the knowledge of leadership values and attributes through an understanding of organizational customs and courtesies. Leadership case studies provide tangible context for learning Individual Creeds and Organizational Ethos. Two 60-minute classes per week. Weekly three-hour labs. One military formal dinner. (3 units)

#### 22. *Leadership in Changing Environments I*

Examines the challenges of leadership in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world and their application to leadership tasks and situations. Case studies stressing importance of teamwork and tactics in real-world settings. Two 60-minute classes per week. Weekly three-hour labs. One military formal dinner. (3 units)

#### 23. *Leadership in Changing Environments II*

Examines the decision-making process and plans/orders that enable small units to complete assigned tasks. Planning techniques used to develop orders and briefing plans and decisions. Two 60-minute classes per week. Five three-hour labs per quarter. One four-day field training exercise away from the University. (3 units)

#### 24. *Leader's Training Course*

A four-week summer training camp at Fort Knox, Kentucky. Students receive pay, travel, lodging, and the Army defrays most meal costs. The course environment is rigorous and teaches skills required for success in the Army ROTC Advanced Course. No military obligation is incurred. Open only to sophomores and juniors who have not taken ROTC courses during the regular school year or for ROTC course alignment. Students must pass a physical examination (paid for by ROTC). Completion of MILS

24 qualifies a student for entry into the Advanced Course. Candidates can apply for a class seat anytime during the school year. (Pass/Fail grade only). (4 units)

#### 35. *Special Topics: Foundations of Leadership in a Changing Environment*

Examines specific topics dealing with leadership at the lieutenant level or challenges facing senior military leadership in the contemporary operating environment. *Prerequisite: Department chair approval.* (3 units)

### UPPER-DIVISION COURSES

#### 131. *Adaptive Team Leadership*

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course. Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Students receive systematic and specific feedback on their leadership abilities. Two 90-minute classes per week. Weekly three-hour labs. One mandatory four-day field training exercise away from the University. *Prerequisites: MILS 11, 12, 13, 21, 22, and 23, or consent of department chair.* (4 units)

awareness and specific feedback on leadership abilities. Student skills are evaluated using practical applications in decision making, persuading, and motivating team members when "under fire." Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Two 90-minute classes per week. Weekly three-hour labs. One mandatory four-day field training exercise away from the University. *Prerequisite: MILS 132, or consent of department chair.* (4 units)

#### 134. *Leader Development and Assessment Course*

A six-week summer training course conducted at Fort Lewis, Washington. Only open to (and required of) students who have completed MILS 131, 132, and 133. Students receive pay, travel, and lodging, and the Army defrays most meal costs. The course's environment is highly structured and demanding, stressing leadership at the small-unit level under various challenging circumstances. Although this course is graded on a Pass/Fail basis only, the leadership and skill evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and career field of students upon graduation from ROTC and the University. (4 units)

#### 132. *Situational Leadership I*

Study of intense situational leadership challenges to build student awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Two 90-minute classes per week. Weekly three-hour labs. One military formal dinner. *Prerequisite: MILS 131, or consent of department chair.* (4 units)

#### 133. *Situational Leadership II*

Practical applications of intense situational leadership challenges that will provide

**141. Developing Adaptive Leaders**

Students develop proficiency in planning, executing, and assessing complex operations; in functioning as a member of a staff; and in providing leadership performance feedback to subordinates. Students are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC students. Students are challenged to instruct younger students. Students identify responsibilities of key staff roles and use situational opportunities to develop subordinates. Two 90-minute seminars per week. Weekly three-hour labs. One mandatory four-day weekend field training exercise away from the University. *Prerequisite: MILS 133, or consent of department chair.* (4 units)

**142. Leadership in a Complex World I**

Explores the dynamics of leadership in the complexity of current military operations. Students examine customs and courtesies, military law, principles of war and rules of engagement in the face of international terrorism. Aspects of interacting with non-governmental organizations, civilians on the battlefield, and host nation support are examined and evaluated. Two 90-minute seminars per week. Weekly three-hour labs. One military formal dinner. *Prerequisite: MILS 141.* (4 units)

**PRE-HEALTH SCIENCES**

*Advisor:* Steven L. Fedder

Santa Clara University has an excellent reputation for preparing students for careers in the health sciences. Most incoming students tend to be focused on either allopathic medicine or dentistry, but a much broader spectrum of careers can be equally or more attractive, including osteopathic medicine, physical therapy, optometry, pharmacy, physician assistant, nurse practitioner, and others. A Santa Clara education provides ample opportunity to acquire the academic foundations in natural science required by medical schools, and its broad liberal arts Core Curriculum also serves to develop the communication, personal interaction, and analytical skills needed both during medical school and in one's subsequent medical practice.

**143. Leadership in a Complex World II**

Significant emphasis is placed on preparing students for their first unit of assignment and transition to lieutenant. Case studies, scenarios, and exercises are used to prepare students to face the complex ethical and practical demands of leading as commissioned officers in the U.S. Army. Two 90-minute seminars per week. Weekly three-hour labs. One mandatory four-day weekend field training exercise away from the University. *Prerequisite: MILS 142.* (4 units)

**199. Military History**

A survey of the military and diplomatic aspects of American involvement in conflicts from the Anglo-Indian Wars to the present. Two 105-minute classes per week. One mandatory off-campus weekend historical visit is conducted in San Francisco during the quarter. (4 units)

**198. Independent Study**

Examine specific issues facing the United States Army as a directed study with the department chair and the senior military instructor. Topic selected in consultation with the department chair. Issues of diversity in the military will be embedded in the topic. *Prerequisite: Approval of the department chair.* (3 units)

Although Santa Clara does not have a pre-med major, the courses prescribed by the Council of Education of the American Medical Association can be incorporated into several academic majors. Most medical schools require:

- One year of general chemistry (CHEM 11, 12, and 13)
- One year of organic chemistry (CHEM 31, 32, and 33)
- One year of biology (BIOL 21, 24, and 25)
- One year of physics (PHYS 11, 12, and 13 or PHYS 31, 32, and 33)
- One year of mathematics, typically calculus (MATH 11 and 12) and a statistics course

In addition, many students become more skilled and competitive by enrolling in two or three upper-division science courses in biochemistry, genetics, and human physiology that are helpful in preparing for the Medical College Admission Test. The choice of academic major is much less important than completing the coursework above; however, many pre-health students select a natural science major like biology, chemistry, or combined sciences.

Students should maintain regular contact with the pre-health sciences advisor throughout their undergraduate years for assistance with adjustment to college academic rigor and social life; an appreciation of the wide array of available health care careers; assistance with the balance between academics, social life, work, health community volunteering, and internships; and assistance with the relevant entrance examinations and application to health science programs.

**PRE-LAW**

*Director of Pre-Law Advising:* Susan Frisbie

Santa Clara University provides a wide range of opportunities for undergraduates interested in attending law school to build a strong pre-law foundation. There is no specific major or curriculum required to qualify for law school admission. Successful law school applicants come from majors as diverse as anthropology, philosophy, communication, political science, physics, English, history, biology, and economics. Law school admissions officers recommend undergraduate preparation in a major that demands discipline, analytical ability, precision in written and oral work, critical thinking, research, and communication skills. The departments of Anthropology, Philosophy, and Political Science offer a pre-law emphasis within the major. Elective courses also provide valuable training and breadth of academic and analytical experience. Some elective courses strengthen specific abilities, while others provide perspective on legal issues and topics. Typical electives include courses in history, philosophy, speech, English, the social sciences, and accounting.

Early in their undergraduate program, pre-law students should consult not only with their major advisor but also with one of the designated pre-law advisors to formulate a program designed for their specific needs and career goals.

## PRE-TEACHING

*Director:* Carol Ann Giancarlo

Santa Clara University is accredited by the California Commission on Teacher Credentialing to offer professional preparation for prospective elementary school, middle school, and senior high school teachers. The Department of Education in the School of Education, Counseling Psychology, and Pastoral Ministries offers graduate programs for the multiple-subject credential for elementary grades and the single-subject credential for secondary grades, both with a cross-cultural language and academic development emphasis. The preliminary teaching credential can be initiated during the four-year undergraduate program through the Liberal Studies program or during a fifth year of graduate study. Students interested in teaching may want to consider completing a minor in urban education offered through the Liberal Studies Program.

The Eastside Future Teachers Project is a program developed to attract Eastside Union High School District high school students into the teaching profession. It is hoped that the program will increase the number of underrepresented students who choose teaching as a career. Six students are chosen each year to join the program, which provides special mentoring, coursework, and practical experience related to teaching as well as scholarship assistance during their undergraduate and fifth-year credential programs.

### Preparation for Multiple-Subject Credential

Students interested in a career in elementary school teaching should fulfill the requirements of the liberal studies major in the College of Arts and Sciences. Those requirements can be found in Chapter 3, College of Arts and Sciences. Students must demonstrate the subject matter competency component for the multiple-subject credential by passing the California Subject Examination for Teachers. While students may sit for the examination whether or not they majored in liberal studies, both the examination and the liberal studies degree requirements are closely aligned with the state of California's elementary curriculum framework. Therefore, Santa Clara strongly recommends that students interested in being elementary school teachers major in liberal studies.

### Preparation for Single-Subject Credential

Students interested in a career in secondary school teaching in a particular subject matter area should fulfill the requirements of the academic major of their intended teaching specialization. California teaching credentials are available in the following subject areas: agriculture, art, business, English, health science, home economics, industrial and technology education, mathematics, modern languages, music, physical education, science, and social science. Those requirements can be found in each department in Chapter 3, College of Arts and Sciences and Chapter 4, Leavey School of Business. Students must demonstrate specific subject matter competency by passing the California Subject Matter Examination for Teachers in the subject area they desire to teach.

### Requirements for Multiple-Subject and Single-Subject Credentials

The minimum requirements for multiple-subject or single-subject teaching credential include:

- A bachelor's degree in a subject area from an accredited institution
- Passage of the California Basic Educational Skills Test

- Completion of an approved program of professional education, including student teaching or internship
- Completion of a state-approved subject matter preparation program or passage of a subject-area competency examination in the area one plans to teach
- Demonstrated knowledge of the various methods of teaching reading by completion of coursework or passage of an approved examination.

### Accelerated Teaching Credential Program

The multiple-subject or single-subject teaching credential program can be pursued at Santa Clara in conjunction with the student's undergraduate program. Undergraduate pre-teaching students can apply to either the multiple-subject or single-subject credential program in education during the winter of their junior year. Upon acceptance, students in the accelerated credential program are eligible to begin the credential coursework during the summer between their junior and senior years. Undergraduates are able to take University-based credential coursework prior to the completion of the baccalaureate degree, but must complete the bachelor's degree before initiating their field-based directed teaching. In addition to the bachelor's degree, students must pass the California Basic Educational Skills Test and demonstrate subject matter competency via the California Subject Examination for Teachers or completion of an approved subject matter preparation program before beginning the directed teaching portion of the credential. Any 200 or 300 upper-division level courses taken for the credential are not counted toward the student's undergraduate degree unit requirement.

Selected California state credential coursework may be waived by successful completion of specific undergraduate courses:

- A course in community health education by EDUC 70
- A course in teaching children with exceptional needs in the regular classroom by EDUC 138
- A course in educational policy, social foundations of education, and applied internship by EDUC 198
- A course in the psychological foundations of education by PSYC 134
- Coursework on the provisions and principles of the United States Constitution by HIST 7 or HIST 8

### Fifth-Year Teaching Credential Program

The multiple-subject or single-subject teaching credential program can be completed as a fifth year of study following the bachelor's degree and qualifies the student for a preliminary teaching credential. This 50-quarter-unit program includes graduate coursework in educational foundations, curriculum design, teaching methods, and supervised student teaching. A field experience internship option may be completed in lieu of a regular two-quarter student teaching assignment. The selection of teacher credential candidates for internships is conducted by the participating school districts in collaboration with the University. Students admitted to a credential program may choose the two-summer credential option to do their primary coursework in conjunction with the field experience internship option.

# 7

## Admission of Undergraduate Students

Santa Clara University is a selective admission university that admits new students based on potential for academic performance and contribution to the campus community consistent with the mission and Jesuit tradition of the University. Applicants are admitted as full-time, degree-seeking students. Santa Clara does not have a part-time undergraduate program option and does not enroll non-degree students except under the limited conditions outlined in Chapter 8, Academic and Administrative Policies and Regulations.

### ADMISSION OF ENTERING FRESHMEN

Admission of applicants to Santa Clara University as entering freshmen is based on their academic record in high school, results on standardized tests, and other criteria outlined below. While Santa Clara University does not have a specific high school grade point or standardized test score requirement, potential for successful academic performance in the rigorous undergraduate program at Santa Clara is highly correlated with academic performance in high school in challenging courses and the results on standardized tests. Santa Clara also bases admission on demonstrated potential for contribution to the campus community consistent with the mission and Jesuit tradition of the University.

### ADMISSION CRITERIA

Applications for admission as an entering freshman are evaluated using the following criteria:

- Overall quality of high school courses and appropriately challenging coursework
- Academic performance in high school, including the cumulative grade point average from the first year of high school through the junior year of high school (grades from the first term of the senior year may also be included)
- Results of standardized tests (SAT I or ACT)
- Letter(s) of recommendation
- Involvement in school and community activities

The basic subject requirements for admission as an entering freshman include:

- History and Social Science: 3 years
- English: 4 years
- Mathematics: 3 years required; 4 years recommended
- Laboratory Science: 2 years required; 3 years recommended
- Language Other Than English: 2 years required; 3 years recommended; 4 years preferred

- Visual and Performing Arts: 1 year recommended
- College Preparatory Electives: 1 year

Initial admission as an entering freshman is based on the cumulative grade point average through the junior year of high school and may include grades from the first term of the senior year. Admission to freshman standing at Santa Clara depends on a continued high level of performance during the remainder of the applicant's senior year in high school and upon receipt of a high school diploma. If a significant change occurs in the applicant's academic performance during the senior year, his or her admissions status may be reevaluated by the University.

### EARLY ACTION PROGRAM

Applicants to the Early Action Program must submit their applications by November 1 of their senior year. Early Action applicants are notified of the admissions decision by the end of December. Santa Clara's Early Action Program is non-binding; consequently, students admitted under the Early Action Program are not required to withdraw other college applications and have until May 1 to confirm enrollment at Santa Clara. Early Action applicants who are competitive but not clearly admissible will be deferred and evaluated with other applicants under the Regular Decision Program.

### REGULAR DECISION PROGRAM

Applicants to the Regular Decision Program must submit their applications by the first week of January of their senior year. Regular Decision applicants are notified of the admissions decision by the first week of April and have until May 1 to confirm enrollment at Santa Clara.

### APPLICATION PROCEDURE

Prospective freshman students must submit the following application materials to be considered for admission to Santa Clara:

- The Common Application
- The Santa Clara supplement to the Common Application
- An application fee
- One to three letters of recommendation from teachers or counselors
- The Secondary School Report
- Official high school transcript
- Official SAT I or ACT scores

### ADMISSION OF TRANSFER STUDENTS

Santa Clara University admits a limited number of transfer students, principally at the sophomore and junior levels, based on potential for academic success and contribution to the campus community consistent with the mission and Jesuit tradition of the University. Admission of applicants to Santa Clara University as entering transfer students is based on their academic record at other colleges and in high school and other criteria outlined below.



While Santa Clara University does not have a specific grade point requirement, potential for successful academic performance in the rigorous undergraduate program at Santa Clara is highly correlated with prior academic performance in challenging courses. Santa Clara also bases admission on demonstrated potential for contribution to the campus community consistent with the mission and Jesuit tradition of the University.

### ADMISSION CRITERIA

Applicants for admission to Santa Clara University as an entering transfer student must have completed at least one full-time semester or quarter of at least 12 transferable semester or quarter units at an accredited college or university. Students who have not completed one full-time quarter or semester should follow the application procedure for entering freshmen. Students who did not meet freshmen admissions requirements must complete a minimum of 30 transferable semester units or 45 transferable quarter units before being considered for admission as an entering transfer student.

Applicants for admission as an entering transfer student generally must have a “B” average in prior college courses to be considered for admission. Only courses that are transferable to Santa Clara are considered in the grade point average calculation. Course selection and consistency of performance by the applicant are also considered. Applicants on academic or disciplinary probation or suspension at another institution are not considered for admission.

### RECOMMENDED COURSES FOR TRANSFER STUDENTS

Applicants for admission to Santa Clara University as an entering transfer student enhance their chances for admission by completing as many courses that fulfill the Santa Clara Core Curriculum requirements as possible before transferring. Preference will be given to students who have completed the following courses:

#### *College of Arts and Sciences*

- English Composition (2 semesters or 2 quarters)
- College-level Mathematics (2 semesters or 2 quarters)
- Natural Science (1 semester or 1 quarter)
- Arts (1 semester or 1 quarter)

#### *Leavey School of Business*

- English Composition (2 semesters or 2 quarters)
- Calculus and Analytic Geometry (2 semesters or 2 quarters)
- Accounting (2 semesters or 3 quarters)
- Microeconomics and Macroeconomics

#### *School of Engineering*

- English Composition (2 semesters or 2 quarters)
- Calculus and Analytic Geometry (2 semesters or 3 quarters)

- Chemistry (1 semester or 1 quarter)
- Physics (2 semesters or 3 quarters)

### TRANSFER CREDIT

Entering transfer students generally receive credit for courses from other colleges and universities that are similar to courses offered at Santa Clara University.

- Courses from accredited institutions are generally transferable if they are similar in nature to courses listed in the Santa Clara University *Undergraduate Bulletin*.
- Courses from California community colleges are also generally transferable under the same conditions and if designated as transferable to the University of California.
- Courses from colleges not accredited, trade schools, extension programs, or correspondence programs do not transfer.

Transfer credit is awarded only for courses in which the student earned a grade of “C” or better. Courses taken on a pass/no pass or credit/no credit basis are not eligible for transfer. Students may transfer a maximum of 88 quarter units to the College of Arts and Sciences or the Leavey School of Business. The School of Engineering will grant credit for up to one-half of the degree requirements toward the major.

### APPLICATION PROCEDURE

Prospective transfer students must submit the following application materials to be considered for admission to Santa Clara:

- The Common Application for Transfer Admission
- The Santa Clara supplement to the Common Application
- An application fee
- One to three letters of recommendation from teachers and counselors
- Official transcripts from all colleges and universities attended

In addition, applicants with fewer than 30 semester or 45 quarter transferable units must submit an official high school transcript and SAT I or ACT scores.

### ADMISSION OF INTERNATIONAL STUDENTS

Santa Clara University admits international students using the same general criteria for entering freshmen and entering transfer students described in the two preceding sections. There are additional admission requirements for international students that are outlined below. In order to be eligible for enrollment, an international applicant must be accepted as a full-time, degree-seeking student.

### TRANSCRIPTS

International applicants and permanent residents must submit a certified copy of official records from each secondary or middle school, university, or professional school attended. International applicants must also submit a general evaluation and grade point average calculation from a professional evaluation service for all schools attended outside the United States. Certified English translations of all documents must be provided at the time of application.

### EXAMINATIONS

International applicants and permanent residents must submit the results of the Test of English as a Foreign Language (TOEFL) exam when English is not their first language. The minimum acceptable TOEFL score is 79 (Internet based), 213 (computer based), or 550 (paper based). Applicants whose native language is English need not submit TOEFL scores. Failure to submit TOEFL scores when English is not one's first language may jeopardize a student's chances for admission.

### FINANCIAL CERTIFICATION AND SPONSORSHIP

All international students on F-1 visas who are admitted to Santa Clara University must show sufficient funds that will cover the first year of study. Students should not submit supporting financial documents at the time of the admission application. Financial verification is required only after the student has been admitted and has chosen to enroll at the University.

Santa Clara University does not offer financial aid to international students. International students on F-1 visas are eligible to work on-campus but not to participate in the federal work-study program.

## 8

# Academic and Administrative Policies and Regulations

### STUDENT RESPONSIBILITY

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of his or her responsibility for adhering to the policies and regulations.

### ACADEMIC POLICIES AND REGULATIONS

#### DEGREE REQUIREMENTS

Candidates for an undergraduate degree at Santa Clara University must complete all requirements for a bachelor's degree as set forth by the University, their college or school, and academic departments or programs. Failure to understand those requirements does not relieve a student of his or her responsibility.

The requirements for a bachelor's degree include:

- Completing a minimum number of quarter units as specified below for each degree, no more than half of which may be satisfied with approved transfer credit:
- A minimum of 175 quarter units for the Bachelor of Arts or Bachelor of Science in the College of Arts and Sciences (a minimum of 197 quarter units for engineering physics majors)
- A minimum of 175 quarter units for the Bachelor of Science in Commerce in the Leavey School of Business
- The minimum number of quarter units specified by the major department for the Bachelor of Science in the School of Engineering
- Completing a minimum of 60 quarter units of upper-division courses
- Attaining a minimum grade point average of 2.0 for all courses completed at Santa Clara University and for all courses in the academic major and any academic minor
- Meeting the residency requirement of a minimum of 45 units at the Santa Clara campus after achieving junior standing

- Fulfilling the University Core Curriculum requirements
- Fulfilling the requirements for any declared academic majors and minors, including associated college or school requirements

Candidates for a degree must submit a completed “Candidacy Petition for the Bachelor’s Degree” according to the deadlines and procedures published by the Office of the Registrar.

### Academic Majors

Students must complete the requirements for a primary academic major in the College of Arts and Sciences, Leavey School of Business, or the School of Engineering, including University Core Curriculum and college or school requirements, to receive a bachelor’s degree. Requirements for academic majors can be found under the departmental listings in the chapters for each respective college or school.

Students must declare their primary academic major by the end of the sophomore year. Students may declare a major at the time of initial matriculation, except in the Leavey School of Business, where declaration of a major is normally made no sooner than the end of sophomore year. Students who initially matriculate without a declared major must obtain the approval of the department chair of the intended major and submit a Program Petition Form to the Drahmman Center. Students participating in study abroad or domestic public sector study programs must declare a major before participating in the program.

Students may declare a second academic major in addition to their primary major, except for students in the Leavey School of Business, who may declare only one major in that school. Students who want to declare a second major must obtain the approval of the department chair of the intended major and submit a Program Petition Form to the Drahmman Center. To be awarded a second major, a student must complete all requirements of the University Core Curriculum, college or school, and departmental requirements for that major. Requirements for a second major are as binding as those of a primary major and must be completed before a degree will be awarded. If a student decides to drop a second major, he or she must submit a Program Petition Form to the Drahmman Center.

### Academic Minors

Students may declare an academic minor from amongst the departmental minors offered through the college or schools, the general minors in business and engineering, or one of the interdisciplinary minors offered by the University. Requirements for the academic minors can be found in the chapters of the respective college or school and in Chapter 6, Interdisciplinary Minors and Other Programs of Study.

Students who want to declare an academic minor must obtain the approval of the department chair or program director of the intended minor and submit a Program Petition Form to the Drahmman Center. To be awarded a minor, a student must complete all requirements of the minor as prescribed. Requirements for a minor are binding and must be completed before a degree will be awarded. If a student decides to drop a minor, he or she must submit a Program Petition Form to the Drahmman Center.

### Second Bachelor’s Degree

A student may earn a second bachelor’s degree at Santa Clara University, but may not duplicate a degree (i.e., Bachelor of Arts, Bachelor of Science in a natural science, Bachelor of Science in a social science, Bachelor of Science in Commerce, Bachelor of Science in Engineering). Students whose first degree is from Santa Clara and who are interested in

pursuing a second bachelor’s degree concurrently or without interruption must have an academic record showing a strong probability of success and a proposed program of study for the second degree that fulfills the degree requirements in effect at their original date of matriculation. At least half of the units for the second degree must be completed through a Santa Clara program and be separate from those required for the first degree. Approval to pursue a second bachelor’s degree must be granted by the dean of academic support services and filed with the Office of the Registrar.

If a student is returning to the University after an absence, he or she must meet the criteria outlined above, but is subject to the degree requirements in effect at the time of re-entry. Approval from the dean of academic support services is required to resume studies for a second degree after an absence.

Students whose first degree is from an institution other than Santa Clara must submit formal application for admission to the Office of Undergraduate Admissions. Students admitted for a second bachelor’s degree are subject to the degree requirements in effect at the time of admission. At least half the units required for the second bachelor’s degree must be earned through a Santa Clara program.

### Graduation with Honors

Candidates for a bachelor’s degree with a grade point average between 3.50 and 3.69 graduate *cum laude* (with honors); candidates with a grade point average between 3.70 and 3.89 graduate *magna cum laude* (with high honors); and candidates with a grade point average of 3.90 or higher graduate *summa cum laude* (with highest honors). Awarding of honors is based on all graded undergraduate courses attempted at Santa Clara University and courses taken elsewhere that are counted toward the fulfillment of a student’s degree. Honors will not be awarded above those merited by the student’s record at Santa Clara. An indication of honors at graduation contained in the commencement program is unofficial. The final determination will be made after a review of all completed undergraduate courses counted toward the degree.

### Participation in Commencement

Candidates for a bachelor’s degree must have completed all degree requirements or have 10 or fewer units to complete prior to participating in commencement.

## ACADEMIC PROGRAM POLICIES AND REGULATIONS

### Course Numbering and Course Credits

Lower-division courses are numbered 1 through 99, and upper-division courses are numbered 100 through 199. In the College of Arts and Sciences and the Leavey School of Business, most lower-division courses carry 4 units of academic credit and most upper-division courses carry 5 units of academic credit. In the School of Engineering, unit values for courses vary according to the number of hours in class per week.

### Change of Academic Program

Students wishing to change their major or to transfer from one school or college to another within the University must submit a Program Petition Form to the Drahmman Center. A change of major requires the approval of the relevant department chair or

program director. The action taken on a petition to change from one college or school to another will depend on the applicant's past academic record and on the availability of space within that college or school.

### Repetition of Courses

Students may only repeat a course in which they have received a grade of less than "C-." In such cases, the grades of both the original and the repeated course are included in the calculation of the student's grade point average, but units are awarded toward graduation only once for each course passed. Certain courses, such as special topics courses and performance courses, are repeatable, and students will receive a grade and units for each successful completion. Students should consult the chair of the department in which the course is offered to confirm that a given course may be repeated for credit.

### Independent Study

Students may pursue independent study through directed reading, directed research, internships, practica, or cooperative education. To qualify, a student must have demonstrated a sufficient knowledge of the academic discipline involved to make independent study both possible and beneficial. No more than 20 units of independent study may be used to satisfy graduation requirements, and no more than 5 units of independent study may be taken per term. Students must enroll for the term in which the independent study occurs.

Directed reading and directed research are limited to upper-division students who undertake a research project or other well-defined study beyond the scope of a regular course under the supervision of a faculty member. Such work should be comparable to that required for courses of equivalent unit value.

Students can obtain practical learning experience through internships, cooperative education, and practica. Internships and cooperative education are approved work experiences in a non-classroom environment in industry, government, or other setting, generally available only to upper-division students. Students who enroll in an internship or cooperative education experience for academic credit must fulfill specified academic requirements in addition to the responsibilities expected by the organization hosting the internship or cooperative education experience. Practica provide practical experience in a discipline-specific field experience or an approved University program activity, such as participation on the school newspaper. Practica are generally available only to upper-division students, but some practicum experiences are available to lower-division students who meet specified eligibility criteria.

Students wishing to enroll in an independent study course must initiate the request for independent study with the appropriate faculty member and with the Career Center for cooperative education experiences. The appropriate form, with the required materials and other approvals, must be submitted to the Drahmman Center for final approval prior to registering for the course.

### Challenging Courses

Students may challenge certain courses to satisfy specific subject requirements for graduation. A student may petition to challenge any course listed in the *Undergraduate Bulletin* except those involving laboratory, studio, or specialized group work and those whose descriptions in the catalog are followed by the letters NCX. No more than one course may be challenged each term. Although course requirements may be fulfilled by challenging a course, a successful challenge neither earns units toward the total needed for graduation nor contributes to the fulfillment of the residency requirements.

In order to be eligible to challenge a course, a student must have completed at least one term at Santa Clara, have a cumulative grade point average of at least 3.3, and receive permission of the faculty member and the chair of the department in which the course is offered. Only currently enrolled students are eligible to challenge a course.

To challenge a course, the student takes a special examination on the material covered by that course and meets any additional requirements specified by the department chair. Challenge examinations are arranged by the department chair after the student files a Petition for Credit by Examination with the Office of the Registrar and pays the applicable fee.

### Course Requirements and Attendance

Students are responsible for completing all course requirements as set forth by the instructor. Class attendance expectations and consequences for absences from class are left to the discretion of individual instructors. Students are accountable for all course assignments, whether or not the assignments were announced during an absence.

## REGISTRATION POLICIES AND REGULATIONS

### Enrollment and Registration for Classes

Students must be officially registered for all classes in accordance with the regulations, procedures, and dates in the *Schedule of Classes*. Registration is subject to full payment of tuition, room and board charges, and other fees associated with enrollment. The University reserves the right to deny registration to any student for reasonable cause. Santa Clara students may not be concurrently enrolled at another college or university except for extraordinary reasons with the approval of the Drahmman Center.

Students register for classes via University e-campus during the time assigned by the Office of the Registrar. Students who do not complete registration during the initial registration period may do so during the published late registration period for the term. Initial registration for a term or class additions are not accepted after the last day of the late registration period.

During the first week of each term, students may change their original registration schedule by adding and dropping classes in accordance with the procedures established by the Office of the Registrar. During the second, third, and fourth weeks of the term, a student may drop a class without receiving a mark of "W" for the class on their academic record. From the fifth week to the end of the ninth week of the term, a student may drop a class and receive a mark of "W" for the class on their academic record. Students may not drop classes after the last day of the ninth week of the term. Students who do not complete a course and do not drop the class in accordance with the required procedures will receive an appropriate grade in the class.

Students who have not earned 44 units, including transfer credit, may not enroll in upper-division courses without the written approval of the instructor and the chair of the department offering the course. This restriction does not apply to upper-division foreign language courses for which a student has demonstrated sufficient proficiency or to engineering courses in the major program.

Students may not sit in a class without formally enrolling in the class. Sitting in a class or obtaining an instructor's signature on an add form does not constitute enrollment. Registration must be completed in accordance with the regulations, procedures, and dates in the *Schedule of Classes*.

Students who do not attend the first day of a class are subject to administrative cancellation of their enrollment in that class in order to make space available to other students. A student who must miss the first day of a class and wishes to remain in the course should contact the instructor in advance. No student who misses the first day of a class should assume that they have been dropped from the course. Students are responsible for checking the status of their enrollment in all courses prior to the end of the late registration period.

### Unit Overload

Students may enroll for no more than 19 units unless they are in the University Honors Program, their cumulative grade point average at Santa Clara is at least 3.3, or they have upper-division status and obtain approval from the Drahmman Center. One 2-unit course or two 1-unit courses are not counted as overload units. Students who meet the criteria above will not be permitted to register for more than 25 units without approval of the Drahmman Center. Students may register for courses that result in overload units only during the late registration period.

### Auditing Courses

Students admitted to degree status at Santa Clara may audit one course in addition to their regular course load in a term. A maximum of three courses may be audited during a student's academic career. Permission to audit a course will be given only at the end of the late registration period and only if space is available in the class. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the notation "AUD."

### Administrative Cancellation of Course Enrollment

Students who enroll in a course for which they are not eligible are subject to administrative cancellation of their enrollment in that course. Prior to the end of the late registration period, an instructor may notify the University registrar to drop freshmen who registered in upper-division courses, to drop students who have not satisfied the prerequisites for the course, or to drop students lacking the instructor permission required for certain courses.

### Withdrawal from the University

Students who wish to withdraw from the University during a quarter or at the conclusion of any quarter must complete a withdrawal form and an exit interview in the Drahmman Center. If the formal requirements for withdrawal are met, the student's registration will be canceled without further academic penalty. Students who leave the University during a quarter without withdrawing in accordance with the required procedures will receive an appropriate grade in all courses in which they were registered and are not eligible for a refund of tuition or other fees.

Students who withdraw from the University are responsible for any outstanding financial obligations with the University. Students who used deferred payment plans or student loans during their attendance at the University must clear their financial obligations with the Financial Aid Office and the Bursar's Office. Students who have unpaid bills or other unsettled financial obligations with the University will not receive academic transcripts or be eligible for re-enrollment until they have cleared all such obligations.

### Re-enrollment at the University

A student who withdrew from the University is eligible to re-enroll without special permission under the following conditions:

- The student left the University in good academic standing.
- The student has no outstanding financial obligations with the University.
- The student plans to return to the same college or school at the University.
- The student is returning within five years of the date of their withdrawal.

Students who do not meet the conditions above must seek permission to re-enroll from the dean of academic support services. Re-enrolling students are subject to degree and curriculum requirements in the *Undergraduate Bulletin* in effect at the time of re-entry.

Students wishing to re-enroll must notify the Office of the Registrar in writing of their intent to return using the Returning Student Form and should consult with a University advisor in the Drahmman Center to review their academic plans. Students on leave who have attended another college or university are only permitted to transfer in a maximum of 10 units of elective credit and are required to forward to the Office of the Registrar an official transcript of all work completed during their absence.

## GRADING POLICIES AND REGULATIONS

### Grading

Grades are assigned by the instructor to reflect the quality of a student's work. The University uses the following grades:

- A: Excellent
- B: Good
- C: Adequate
- D: Barely Passing
- F: Not Passing
- P: Pass
- NP: No Pass

The grades A, B, C, and D may be modified by (+) or (–) suffixes, except that the grade of A may not be modified by a (+) suffix. Grade point values per unit are assigned as follows:

- A = 4.0
- A– = 3.7
- B+ = 3.3
- B = 3.0
- B– = 2.7
- C+ = 2.3
- C = 2.0
- C– = 1.7
- D+ = 1.3
- D = 1.0
- D– = 0.7
- F = 0

Unit credit, but not grade point credit, is awarded when the grade of “P” is assigned. Unit credit is not awarded when the grade of “NP” is assigned.

The University also uses the following marks for which no unit credit or grade point value is granted:

I: Incomplete

N: Continuing work

NS: No Show

AUD: Audit

W: Withdrawn

### **Pass/No Pass (P/NP)**

A grade of “P” signifies that the quality of work done is equivalent to a letter grade of “C” or higher, while a grade of “NP” denotes work at the level of “C-” or lower. A maximum of six courses taken under the pass/no pass option in which the student receives a mark of “P” can be used to fulfill the unit requirements for graduation.

Some courses are offered only on a pass/no pass basis, and a student with junior or senior standing and a declared major may choose to take an elective course on a pass/no pass basis. Students may enroll in only one course per quarter on a pass/no pass basis. Students may choose the pass/no pass option for a class through the last day of the late registration period, but may not change the grading option after that date.

### **Incomplete (I)**

The mark of “I” (incomplete) may be assigned by the instructor when a student does not complete some essential portion of the assigned work in a class because of extraordinary circumstances beyond the student’s control. The unfinished work must be completed and given to the course instructor within three weeks of the beginning of classes in the next scheduled term (not the student’s next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension. A request for an extension must be submitted in writing by the instructor and approved by the University registrar within the original three-week period. Extensions shall not be for longer than two academic quarters after the mark of “I” was assigned, excluding summer session. An incomplete that has not been completed within the specified deadline or has not received an approved extension will be converted to a grade of “F.”

### **Continuing Work (N)**

The mark of “N” (continuing work) may be assigned by an instructor when course requirements span more than one term. When the course requirements are completed, the instructor assigns a standard grade. A student may not graduate and receive a degree with a mark of “N” on their academic record.

### **No Show (NS)**

The mark of “NS” (No Show) may be assigned by an instructor when a student never attends a class and does not drop the class. A mark of “NS” cannot be changed to any other grade or mark after it is assigned by the instructor. A mark of “NS” is included in the

student’s academic record and appears on the student’s transcript, but is not included in the calculation of the student’s grade point average. No adjustment in tuition will result from the awarding of a mark of “NS” in a class.

### **Audit (AUD)**

The mark of “AUD” is assigned when a student enrolls in a class on an audit basis. A mark of “AUD” cannot be changed to any other grade.

### **Withdrawn (W)**

The mark of “W” is assigned by the Office of the Registrar when a student completes the formal requirements dropping a class or withdrawing from the University. A mark of “W” cannot be changed to any other grade or mark. A mark of “W” is included in the student’s academic record and appears on the student’s transcript, but is not included in the calculation of the student’s grade point average.

### **Grade Point Average**

A student’s grade point average is determined by multiplying each grade point value by the number of quarter units assigned to the course, adding these grade point units from all courses taken, and dividing this sum by the total number of quarter units for which letter grades were reported. Grade reports are posted at the end of each quarter and indicate both the grade point average earned by the student during the quarter and the cumulative grade point average earned by the student for all courses completed to that point.

Grades earned in courses in SCU-operated or -affiliated study abroad or domestic study programs are included in the calculation of a student’s grade point average. Grades earned in courses at other institutions accepted for transfer credit are not included in the calculation of a student’s grade point average, but will be considered when determining honors at graduation.

### **Evaluation of Progress**

Grades are available at the end of the term via University e-campus. Faculty members are expected to apprise students of their course progress at reasonable intervals. Some measurements of progress should take place in time to enable students to make reasonable decisions with respect to the fourth-week and ninth-week withdrawal deadlines.

### **Change of Grade**

Only the faculty member responsible for a course may assign grades. All grades become final when they have been assigned and reported to the Office of the Registrar. A faculty member may report a correction of a final grade to the Office of the Registrar only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade. A grade may not be changed as a result of re-evaluation, re-examination, or the submission of additional work after the term ends. Any grade change must have the approval of the department chair and the associate dean of the student’s school or college. No grade may be changed after one year.

### **Student Appeals of Grades**

Grades are not negotiable. There should be no questioning of a faculty member’s academic judgment on a grade. In registering for a class, students implicitly agree to allow

the faculty member to make a qualitative judgment of their command of the subject matter, which will be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedure, e.g., to computational errors or failures to follow grading policies set forth in the syllabi.

Any system of grade-appeal should protect the rights of faculty members as well as the rights of students. The results of any system of grade-appeal should not be binding upon the faculty member. Any decision to initiate a change of grade should remain the faculty member's. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including summer session.

A student with a complaint must first discuss the matter with the faculty member. If the matter is not resolved at this level, the student may then take the matter to the chairperson of the department involved. The chairperson will discuss the case with the faculty member and may recommend that the faculty member review the grade. Upon the request of the student, the dean will proceed in similar fashion. Should the student request it, the dean will pass the matter on to the provost.

This process of review gives the chairperson, dean, and provost the right to discuss the matter with the faculty member, and if they think it appropriate, request that the faculty member review the grade. Any recommendations made will not be binding upon the faculty member against whom the complaint is lodged. The decision to change a grade remains with the faculty member.

## ACADEMIC STANDING AND STUDENT CLASSIFICATION

### Student Classification

The University only admits students to its undergraduate degree programs on a full-time basis. Students who have not been admitted to degree status at the University may register for classes in accordance with the policies and regulations outlined in the section of this chapter covering non-degree students.

The classification of students is determined by the number of quarter units completed with passing grades. Lower-division students are considered freshmen if they have completed fewer than 44 units and sophomores when they have completed at least 44 units but fewer than 88 units. Upper-division students are considered juniors when they have completed at least 88 units but fewer than 132 units and seniors when they have completed at least 132 units.

If a student is enrolled for 12 or more units in a given term, they have full-time status for academic purposes. Students enrolled for less than 12 units have part-time status for that term and may not qualify for all University activities and benefits, such as eligibility for financial aid, on-campus housing, and intercollegiate athletic competition. Continuing enrollment at the University in part-time status requires approval by the dean of academic support services.

### Academic Standing

To be in good academic standing at the University, a student must normally be enrolled for 12 or more units, must maintain a cumulative grade point average of at least 2.0 based on all courses taken at Santa Clara, and must have completed at least a minimum number of units as specified below. Failure to meet these requirements may result in academic probation or disqualification from future registration at the University.

### Academic Probation

Students who have completed at least three quarters of academic work at Santa Clara or elsewhere are subject to academic probation if their cumulative grade point average is lower than 2.0 based on all courses taken at Santa Clara. Students who have not yet completed three quarters of academic work at Santa Clara or elsewhere normally are not subject to academic probation as long as their cumulative grade point average is at least 1.6 based on all courses taken at Santa Clara.

Students are also subject to academic probation if they fail to make satisfactory progress toward their degree as defined below:

- Completing at least 36 quarter units in the previous three quarters of residency
- OR
- Completing at least 36 quarter units by the end of the third quarter of residency
  - Completing at least 76 quarter units by the end of the sixth quarter of residency
  - Completing at least 115 quarter units by the end of the ninth quarter of residency
  - Completing at least 160 quarter units by the end of the twelfth quarter of residency

### Academic Disqualification

Students are subject to disqualification from further registration at the University for any of the following:

- Remaining on academic probation for more than two consecutive quarters without improvement
- Failing to maintain a cumulative grade point average of at least 2.0

OR

- Completing fewer than 30 quarter units by the end of the third quarter of residency
- Completing fewer than 64 quarter units by the end of the sixth quarter of residency
- Completing fewer than 100 quarter units by the end of the ninth quarter of residency
- Completing fewer than 150 quarter units by the end of the twelfth quarter of residency

### Reinstatement to the University

Reinstatement to the University after disqualification is rarely permitted and requires favorable action by the dean of academic support services in consultation with the dean of the student's college or school. Requests for reinstatement are made to the dean of academic support services and must include a description of any activities during the period of disqualification that would indicate that an improved academic performance can be expected in the future. A student generally may not apply for reinstatement within a year of the date of disqualification. The request for reinstatement will be considered only if the student's academic deficiencies can be corrected within a reasonable time.

### ACADEMIC CREDIT EVALUATION

Santa Clara awards credit based on the Advanced Placement Program, the International Baccalaureate Program, coursework completed at other colleges and universities, and coursework completed in University-approved study abroad and domestic study programs using the criteria outlined herein. Students may not take a course for credit for which they have received advanced placement, International Baccalaureate, or transfer credit.

#### Advanced Placement Credit

Santa Clara participates in the Advanced Placement Program to recognize college-level academic achievement prior to matriculation and to encourage students to pursue advanced studies in their areas of interest. Credit or placement is determined by the appropriate department based on review of the student's advanced placement scores, high school record, teacher evaluations, substantiation of independent studies, and transcripts from other colleges. Students will be notified of advanced placement credit upon matriculation at the University.

The following chart indicates the subject examination, required scores, and Santa Clara credit granted under the Advanced Placement Program.

ADVANCED PLACEMENT EXAMINATION	SCORE REQUIRED	UNIT CREDIT	COURSE WAIVED
Art, History	4, 5	4.0	Departmental determination
Art, Studio Drawing	4, 5	4.0	Departmental determination
Art, Studio General	4, 5	4.0	Departmental determination
Biology	4, 5	4.0	University Core Non-Laboratory Science
Chemistry	3	5.0	CHEM 11
Chemistry	4	10.0	CHEM 11 and CHEM 12
Chemistry	5	10.0	CHEM 11 and CHEM 12; Credit for CHEM 13 granted after completing CHEM 99
Comparative Government and Politics	4, 5	4.0	POLI 2
Computer Science A	4, 5	4.0	COEN 11, OMIS 30, or MATH 10
Computer Science AB	3, 4	4.0	COEN 11, OMIS 30, or MATH 10
Computer Science AB	5	4.0 or 8.0	COEN 11 and COEN 12; or OMIS 30 or MATH 10 and MATH 61
Economics (macro)	4, 5	4.0	ECON 2
Economics (micro)	4, 5	4.0	ECON 1
English: Language and Composition	4, 5	4.0	ENGL 1
English: Literature and Composition	4, 5	4.0	ENGL elective credits
Environmental Science	4, 5	4.0	ENVS 11
European History	4, 5	4.0	HIST 13
French Language	4, 5	4.0	FREN 21
French Literature	4, 5	4.0	FREN 22
German Language	4, 5	4.0	GERM 21
Human Geography	4, 5	4.0	ANTH 50 or SOCI 50

Latin: Vergil	4, 5	4.0	Elective credits
Math: Calculus AB	4,5	8.0	MATH 11 and MATH 12; or MATH 30 and MATH 31
Math: Calculus BC	3	4.0	MATH 11 or MATH 30
Math: Calculus BC	4, 5	12.0	MATH 11 or MATH 30, MATH 12 or MATH 31; and MATH 13
Music, Listen/Literature	4, 5	4.0	Departmental Approval
Music: Theory	4, 5	6.0	MUSC 1 and MUSC 1a with departmental approval and an appropriate score on the department placement exam
Physics B	4, 5	4.0	PHYS 11
Physics C: Mechanical	4, 5	4.0	PHYS 31
Physics C: Electrical and Magnetic	4, 5	4.0	PHYS 33; Credit for laboratory to be determined
Psychology	4, 5	4.0	PSYC 2
Spanish Language	4, 5	4.0	SPAN 21
Spanish Literature	4, 5	4.0	SPAN 22
Statistics	4, 5	4.0	MATH 8 or OMIS 40
U.S. Government and Politics	4, 5	4.0	POLI 1
U.S. History	4, 5	4.0	HIST 7, HIST 8, or HIST 9
World History	4, 5	4.0	HIST 5

#### International Baccalaureate

Santa Clara University recognizes the International Baccalaureate Program for admission and advanced placement and often awards academic credit for grades of six or seven in the higher level examinations. No credit is awarded for subsidiary level examinations. Final decisions on advanced placement and academic credit are made individually by the appropriate academic department in consultation with the Drahnann Center and the University registrar.

#### Units Taken at Other Institutions

Credit is awarded for coursework completed at other colleges and universities subject to certain limitations. Courses from accredited institutions are generally transferable if they are similar in nature to courses listed in the Santa Clara University *Undergraduate Bulletin*. Courses from California community colleges are also generally transferable under the same conditions and if designated as transferable to the University of California. Courses of a trade or technical nature do not transfer. Courses from colleges not accredited, trade schools, extension programs, or correspondence programs do not transfer.

Students can receive credit for coursework completed at other colleges and universities prior to matriculation at Santa Clara for no more than half of the total number of quarter units required for a Santa Clara degree. The Leavey School of Business and the College of Arts and Sciences accept a maximum of 88 quarter units of transfer credit. Up to 98 quarter units of transfer credit are accepted for students majoring in engineering physics. The School of Engineering accepts credit for up to one-half of the total number of units required for each specific major. After enrolling at Santa Clara, students can receive credit for



coursework completed at other colleges and universities for no more than 10 quarter units of free electives, subject to the limitation that no more than half of the total number of quarter units required for a Santa Clara degree can be earned at another institution. Transfer credit earned after initial enrollment at Santa Clara may not be used to fulfill University Core Curriculum, college or school, department, or program requirements.

Transfer credit for all coursework completed at other colleges and universities requires approval from the Drahmman Center and the chair of the department offering the equivalent Santa Clara course. The student must have earned a grade of “C” or better in a course for transfer credit to be granted. Courses taken on a pass/no pass or credit/no credit basis are not accepted as transfer credit. Grades for units earned at other institutions are not included in a student’s Santa Clara academic history or in the calculation of the Santa Clara grade point average.

### **Study Abroad and Domestic Study Programs**

Units and grades earned for coursework in University-operated study abroad programs, University-affiliated study abroad programs, University study abroad exchange programs, and University-affiliated domestic study programs are included in a student’s Santa Clara academic history. Units earned in approved study abroad and domestic study programs may be used to fulfill University Core Curriculum, college or school, department, or program requirements subject to prior approval by the appropriate dean’s office, department chair, or program director. However, such units do not satisfy the University residency requirement. Grades earned in approved study abroad and domestic study programs are included in the calculation of the Santa Clara grade point average.

Units earned for coursework in study abroad and domestic study programs not operated by or affiliated with the University are accepted only as transfer credit and are subject to the policies governing units taken at other institutions.

## **NON-DEGREE STUDENTS**

The Santa Clara University undergraduate program is designed primarily for full-time, degree-seeking students. To maintain the University’s commitment to its primary undergraduate constituency of degree students, non-degree students are permitted to register in accordance with the following policies subject to space availability in classes.

### **Santa Clara Alumni**

Santa Clara alumni who have been awarded a degree from Santa Clara University may enroll in undergraduate classes on a for-credit basis or may audit undergraduate classes. Alumni may enroll for no more than 10 units per term on a for-credit basis, or they may audit one course per term. They are certified for enrollment by the Office of the Registrar and register for classes during the late registration period of the term.

### **University Employees**

University employees who are students at another accredited college or university may enroll in undergraduate classes at Santa Clara if they are in good standing and have a cumulative grade point average of “C” or better at their home institution. They may not enroll concurrently at Santa Clara and another college or university. University employees who are not currently admitted to degree status are certified for enrollment by the Office of the Registrar and may audit one course per term.

### **Students from Other Colleges and Universities**

Students from another accredited college or university may enroll in undergraduate classes at Santa Clara if they are in good standing and have a cumulative grade point average of “C” or better at their home institution. They may not be enrolled concurrently at Santa Clara and another college or university. Students from other colleges and universities may enroll for no more than three quarters, not including summer session and are not eligible to audit classes. Students from other colleges and universities are certified for enrollment by the Drahmman Center and the Office of the Registrar and register for classes during the late registration period of the term.

### **Students from Other Colleges and Universities Participating in SCU Exchange Programs**

Students from other colleges and universities participating in SCU exchange programs may enroll in undergraduate classes at Santa Clara if they are in good standing and have a cumulative grade point average of “C” or better at their home institution. They are not eligible to audit classes. Students from other colleges and universities participating in exchange programs are certified for enrollment by the International Programs Office and the Office of the Registrar.

### **Students from Other Institutions Enrolling in SCU Study Abroad Programs**

Students from other colleges and universities who meet the applicable eligibility requirements for SCU study abroad programs may enroll in undergraduate classes at Santa Clara if they are in good standing and have a cumulative grade point average of “C” or better at their home institution. They are not eligible to audit classes. Students from other colleges and universities enrolled in SCU study abroad programs are certified for enrollment by the International Programs Office and the Office of the Registrar.

### **Young Scholars**

High school students who meet the applicable eligibility requirements for the Young Scholars program may enroll in undergraduate classes. Young Scholars may enroll for no more than 10 units per term and are not eligible to audit classes. Young Scholars are certified for enrollment by the appropriate Dean’s Office and the Office of the Registrar after receiving permission of the faculty member to enroll in a specific class.

## **ACADEMIC INTEGRITY**

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of “F” for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the *Student Handbook*. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.

## Academic Integrity Protocol

### *Allegations within the Context of a Course*

These procedures are intended to protect the integrity of the instructional program and of student academic achievement. Any member of the Santa Clara University community with a suspicion or evidence of academic dishonesty of some kind as described in the Student Conduct Code (e.g., plagiarism, falsification of data, misrepresentation of research, or the use of prohibited materials during an examination, and other acts generally understood to be dishonest by faculty or students in an academic context) may initiate an allegation of student academic dishonesty. The following describes procedures for resolution by due process.

If the allegation arises within the context of a course or academic assignment, its resolution begins with the instructor responsible for that course or assignment, who informs the student of the suspicion. If the instructor judges on the basis of available evidence that an academic violation has occurred, the instructor applies an academic sanction and notifies the student of the reason for the academic sanction. The instructor decides on the severity of the academic sanction (e.g., refusal to accept an assignment, “F” on the particular assignment, or “F” for the entire course). The instructor will report in writing to the department chair and the Office of Student Life what violation of academic integrity has occurred and what academic sanction has been applied. The Office of Student Life will pursue the matter as a violation of the Student Conduct Code through the University judicial process. This process is not intended to limit academic freedom.

### *Appeal Process for Academic Sanctions*

If, after discussion with the instructor concerning the academic sanction applied, the student wants to challenge the instructor’s decision, the student will contact the chair of the department in which the course is offered. If the instructor is the department chair, then the appeal is made to the dean of the school or college in which the course is offered or his/her designate, and the dean or designate refers the case to the chair of a closely related department.

The department chair hearing the appeal has the option to convene an ad hoc panel if he or she believes that the complexity of the case warrants doing so. The student suspected of committing academic dishonesty has the right to bring a support person whose only role is to accompany the student to the hearing. The panel will include two full-time faculty members from the department in which the course was offered, one full-time faculty member from a closely related department, and two students who are trained student judicial board members. Staff in the Office of Student Life will arrange for the participation of the student panel members. The charge of the panel is to study all previously considered and newly developed evidence, review statements of all parties concerned, interview all parties concerned, and make a recommendation to the department chair.

The parties involved have the right to file an objection to the appointment of a particular faculty member or student to the ad hoc panel. This objection must be based upon a belief that the named faculty member or student is unable to conduct an impartial evaluation and therefore will not review the case in an impartial manner. The objection is filed with the chair hearing the appeal, who will make a ruling on this objection. If necessary, the chair will then appoint a different faculty member or student.

After reviewing all relevant materials and information, including the recommendation of the ad hoc panel when one is convened, the department chair will consider all evidence available, confer with all parties concerned, inform all parties of her or his recommendation regarding the alleged violation, and report the recommendation to the student and the Office of Student Life. However, final responsibility for assigning grades remains with the instructor of the course.

Decisions may only be appealed to one level above the instructor. All proceedings are intended to be confidential.

If the student wishes to withdraw from the course but the instructor’s signature is required for the withdrawal process, the instructor may refuse to sign an approval of the withdrawal.

### *University Judicial Process*

When the Office of Student Life receives the report, the assistant dean will meet with the student to discuss the relevance of the violation to the Student Conduct Code. Whether further judicial sanctions are applied or not, the report of academic dishonesty will remain on file in the Office of Student Life for the remainder of the student’s enrollment at Santa Clara University. The student involved has the right to include a statement as part of these files.

If it is ruled that the student committed an academic integrity violation, the Office of Student Life will administer a judicial sanction that would range from a letter of warning to expulsion from the University. The severity of the judicial sanction depends on the severity of the circumstances, including the student’s judicial history and previous academic integrity violations.

### *Allegations Outside a Course*

If the allegation involves a situation outside the context of a course, resolution begins with the Office of Student Life. The assistant dean will confer with all parties concerned. After hearing all evidence and conducting further investigation as needed, the assistant dean will either hear the case or refer it to a judicial board in accordance with the University Judicial Process. The outcome of the hearing will be communicated to those involved.

## ADMINISTRATIVE POLICIES AND REGULATIONS

### CLERY ACT

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Santa Clara University annually collects information about campus crimes and other reportable incidents as defined by the law. Information presented in compliance with this act is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment at the University. These reports and other information about the law are available on the Campus Safety Web site. The reports for the last three calendar years also appear in the *Schedule of Classes*.

It is the policy of Santa Clara University that the campus community will be informed on a timely basis of all reports of crime and other information affecting the security of our campus and the personal safety of our students, faculty, staff, and guests. The director of Campus Safety Services is responsible for gathering, recording, and disseminating such

information and for decisions regarding the content, time, and manner of distribution. Depending on the circumstances, the director of Campus Safety Services may request the assistance of various University departments and administrators in carrying out this responsibility.

### COMMUNICATION BY THE UNIVERSITY TO UNDERGRADUATE STUDENTS

The University will communicate with undergraduate students through a variety of formats. Information that is sent to undergraduate students from the University via their campus mail box, local address, or their Santa Clara e-mail address is considered official communication and should be treated as such. Students are asked to check their campus mailbox and their Santa Clara e-mail account on a daily basis, and are responsible for reading and responding to the information they receive from the University. The University urges undergraduate students to use their Santa Clara e-mail address as their primary e-mail; students who will not be checking that address regularly should forward their email to their preferred e-mail account.

### CONSENSUAL RELATIONS BETWEEN EMPLOYEES AND STUDENTS

In addition to prohibiting sexual harassment under the Policy on Unlawful Harassment and Unlawful Discrimination, the University prohibits any consensual dating, romantic, or sexual relationship between an employee and a student over whom that employee has any instructional, supervisory, advising, or evaluative responsibility. Such a relationship is fraught with problems, including the potential for exploitation, favoritism, and conflict of interest. The appearance of impropriety or unfairness may also adversely affect the learning and work environment for other students and employees. This policy applies to faculty, staff, and student employees. Employees who violate this policy are subject to sanctions for misconduct under the policies of the *Faculty Handbook*, *Staff Policy Manual*, or *Student Employment Handbook*, as appropriate to their employment status. Employees or students with questions about this policy should contact the Office of Affirmative Action or the Department of Human Resources.

### DRUG-FREE POLICIES

Santa Clara University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Campuses Act Final Regulations of 1990. The University has a standard of conduct that prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on University property or as a part of University activities. The University will impose disciplinary sanctions on students and employees ranging from educational and rehabilitation efforts up to and including expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

### MEDICAL LEAVE AND RE-ENTRY POLICY

A student who has an illness, injury, psychological, or psychiatric disorder that temporarily precludes continued enrollment may request that the withdrawal from the University be classified as a medical leave. The student is responsible for using standard procedures and notifying the University in writing when withdrawing and returning to the University.

Procedures for requesting a medical leave and subsequent re-entry are supplemental to the standard withdrawal procedure. The vice provost for student life or designee, in consultation with the appropriate health professionals and other staff as deemed necessary, is responsible for the implementation of this policy.

### STUDENT RECORDS AND RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 protects the confidentiality of the University records of Santa Clara University students. The University is authorized under provisions of the Act to release directory information to any person on request, unless a student explicitly requests in writing that the University not do so and keep directory information confidential.

A student's directory information is designated as follows:

- Name
- Address (campus, local and/or permanent; e-mail)
- Telephone number
- Date and place of birth
- Photographic image
- Major field of study, classification, dates of attendance, expected graduation date, degrees, and honors received
- Most recent previous educational institution attended
- Participation in officially recognized activities, including intercollegiate athletics
- Height and weight of participants on intercollegiate athletic teams

During the registration period and throughout the academic year, students may request in writing through the Office of the Registrar that directory information be kept confidential. Once filed, the request remains in effect until the beginning of the next academic year or a shorter period if designated by the student. Graduating students must notify the Office of the Registrar in writing to remove the non-disclosure notation from their record.

Certain records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. Parents' financial information, including statements submitted with scholarship applications, is also excluded by law from inspection. Third parties may not have access to educational records or other information pertaining to students without the written consent of the student about whom the information is sought.

Former or current borrowers of funds from any Title IV student loan program should note carefully that requests for nondisclosure of information will not prevent the University from releasing information pertinent to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, the United States Department of Education, or an authorized agent.

Students have the right to inspect and review their educational records at the following offices:

- Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Office of the Registrar

- Working academic files are also maintained by the Drahmman Center
- Records related to a student's nonacademic activities are maintained in the Office of Student Life
- Records relating to a student's financial status with the University are maintained in the various student financial services offices

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Students may direct complaints regarding academic records to the dean of the college or school in which they are enrolled or to the University registrar. In addition, students have the right to file a complaint with the United States Department of Education concerning alleged failures by the University to comply with the requirements of the Act. Written complaints should be directed to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

### NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of race, color, religious creed, sex, gender, sexual orientation, religion, marital status, registered domestic partner status, veteran status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities; or other University-administered policies, programs, and activities.

Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination or who participate in the investigation of such issues. The University will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the grievance procedures covering discrimination and harassment complaints should be directed to John Ottoboni, General Counsel and Interim Affirmative Action Officer, Office of Affirmative Action, Loyola Hall Second Floor, Santa Clara University, Santa Clara, CA 95053, (408) 554-4113.

### STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of undergraduate and graduate students as members of the University community. Copies of the Student Conduct Code and information about the policies and procedures regarding the student judicial system are available from the Office of Student Life.

## 9

# Tuition, Fees, and Financial Aid

### FINANCIAL RESPONSIBILITY

Students assume responsibility for all costs incurred as a result of enrollment at Santa Clara University. It is the student's responsibility to be aware of their account balance and financial aid information, and maintain current valid address information at all times to ensure receipt of all University correspondence in a timely manner.

### TUITION

The Board of Trustees, upon the recommendation of the president and the provost, sets the annual academic year tuition rate and the summer session tuition rate for the undergraduate program. The full-time quarterly tuition rate for fall, winter, and spring terms is set at one-third of the annual tuition rate. The part-time per unit tuition rate for fall, winter, and spring terms is set at one-tenth of the quarterly tuition rate.

### SANTA CLARA UNIVERSITY CAMPUS PROGRAMS

Students enrolled during the academic year or summer session on the Santa Clara University campus are charged tuition based on the standard undergraduate tuition rates approved by the Board of Trustees.

#### Academic Year

##### *Santa Clara University Degree Students*

Students admitted to degree status at Santa Clara University enrolled during the academic year are charged tuition in accordance with the following:

- Students enrolled for 10 or more units are charged the quarterly tuition rate.
- Students enrolled for fewer than 10 units are charged the per unit tuition rate.
- Students auditing courses are charged the course audit fee for each course.

##### *Santa Clara University Alumni*

Santa Clara University alumni enrolled during the academic year are charged the applicable tuition associated with their enrollment status (i.e., enrollment for credit or auditing).

##### *University Employees*

University employees enrolled during the academic year who are admitted to degree status at the University or who are students in good standing at another accredited college or

university are charged tuition at the applicable tuition rate associated with their enrollment status (i.e., enrollment for credit or auditing). Employees are eligible for tuition remission in accordance with Policy 609 (Education Benefits) in the *Staff Policy Manual*.

### ***Non-Degree Students from Other Colleges and Universities***

Students from other colleges and universities enrolled at Santa Clara University during the academic year are charged tuition at the applicable tuition rate associated with their enrollment status (i.e., full-time or part-time status) and the academic year registration fee. Students from other colleges and universities are not eligible to audit courses at the University.

### ***Young Scholars***

High school students enrolled under the Young Scholars program during the academic year are charged tuition at the Young Scholars tuition rate and are not charged the academic year registration fee.

### ***Tuition Status and Adjustments***

The tuition status of a student is determined as of the end of the late registration period. Students enrolled for 10 or more units at the end of the late registration period are charged the quarterly tuition rate. Students enrolled for fewer than 10 units at the end of the late registration period are charged the per unit tuition rate.

No adjustment is made to the tuition charges for changes to enrollment after the end of the late registration period unless the student withdraws from the University. If a student is enrolled for 10 or more units at the end of the late registration period and subsequently drops below 10 units, no adjustment is made in the tuition charges for that term unless the student withdraws from the University within the refund deadlines. If a student is enrolled for fewer than 10 units at the end of the late registration period and subsequently drops a course, no adjustment is made in the tuition charges for that term unless the student withdraws from the University within the refund deadlines.

### ***Tuition Refunds***

Students who withdraw from the University are eligible for a refund of tuition charges in accordance with the policies outlined below. No refunds are made for registration fees or course audit fees.

Students who wish to withdraw from the University are responsible for meeting with a University advisor in the Drahmann Center, for submitting the applicable withdrawal form with the Office of the Registrar, and for completing all other withdrawal requirements. The effective date used for the determination of any refund of tuition is the date on which notification of withdrawal is received by the Office of the Registrar, not the last date of attendance by the student. Neither dropping all courses via e-campus nor informing an individual faculty member, an academic department, or the Dean's Office constitutes an official withdrawal from the University. The official date of withdrawal from the University cannot be backdated prior to the date on which the student submits the applicable withdrawal form or notification to the Office of the Registrar.

Students who withdraw from the University during fall, winter, or spring term will receive a tuition refund in accordance with the following:

- Students who withdraw from the University by the end of the first week of classes will receive a full refund of tuition for the term, less the applicable registration cancellation fee.

- Students who withdraw from the University by the end of the second week of classes will receive a 50 percent refund of tuition for the term.
- Students who withdraw from the University by the end of the third week of classes will receive a 25 percent refund of tuition for the term.
- Students who withdraw from the University after the third week of classes will receive no tuition refund for the term.

Students who withdraw from the University due to an illness, injury, or psychological/emotional condition are eligible for a tuition refund in accordance with the schedule above. Tuition insurance may be purchased to cover tuition charges for medically related withdrawals after the first week of the term.

Students who withdraw from the University after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include [1] death, disabling injury, medical emergency, or loss of job of the parent or guardian of a dependent student, [2] loss of job by an independent student, [3] medical or other emergency involving a dependent of an independent student, and [4] deployment for active military duty of a student. The vice provost for student life or designee, in consultation with the Financial Aid Office, will determine qualifying financial hardships and any allocation from the student hardship fund.

Students who are administratively withdrawn from the University by the vice provost for student life or designee due to circumstances beyond a student's control requiring administrative intervention may be eligible for an allocation from the student hardship fund.

No tuition refunds are made because of curtailment of services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University.

### **Summer Session**

#### ***Santa Clara University Degree Students***

Students admitted to degree status at Santa Clara University enrolled during summer session are charged the summer session tuition rate.

#### ***Santa Clara University Alumni***

Santa Clara University alumni enrolled during summer session are charged the applicable tuition rate associated with their enrollment status (i.e., enrollment for credit or auditing).

#### ***University Employees***

University employees enrolled during summer session at Santa Clara University who are admitted to degree status at the University or who are students in good standing at another accredited college or university are charged tuition at the applicable tuition rate associated with their enrollment status (i.e., enrollment for credit or auditing). Employees are eligible for tuition remission in accordance with Policy 609 (Education Benefits) in the *Staff Policy Manual*.

***Non-Degree Students from Other Colleges and Universities***

Students from other colleges and universities enrolled at Santa Clara University during summer session are charged tuition at the summer session tuition rate and the summer session registration fee. Students from other colleges and universities are not eligible to audit courses at the University.

***Young Scholars***

High school students enrolled under the Young Scholars program during summer session are charged tuition at the Young Scholars tuition rate and are not charged the summer session registration fee.

***Tuition Refunds***

Students who drop a course(s) during summer session are eligible for a refund of tuition charges in accordance with the policies outlined below. No refunds are made for registration fees or course audit fees.

Students who wish to drop a course during summer session are responsible for initiating the drop through e-campus or by submitting the applicable form to the Office of the Registrar. The effective date used for the determination of any refund of tuition is the date on which the student submits the intent to drop the course to the Office of the Registrar, not the last date of attendance by the student. The official date of dropping the course cannot be backdated prior to the date on which the student submits the applicable form or notification to the Office of the Registrar.

Students who drop a course during summer session will receive a tuition refund in accordance with the following:

- Students who drop a course by the end of the second day of classes will receive a full refund of tuition for the course.
- Students who drop a course by end of the third day of classes will receive a 50 percent refund of tuition for the course.
- Students who drop a course after the end of the third day of classes will receive no tuition refund for the course.

Students who drop a course due to an illness, injury, or psychological/emotional condition are eligible for a tuition refund in accordance with the schedule above. Tuition insurance may be purchased to cover tuition charges for medically related withdrawals after the second day of classes.

Students who are administratively withdrawn from all courses during summer session by the vice provost for student life or designee due to circumstances beyond a student's control requiring administrative intervention may be eligible for an allocation from the student hardship fund.

No tuition refunds are made because of curtailment of services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University.

**STUDY ABROAD AND DOMESTIC STUDY PROGRAMS**

Students enrolled in study abroad and domestic study programs during the academic year or summer session operated by or affiliated with the University are charged a tuition rate consistent with the standard undergraduate tuition rates approved by the Board of Trustees.

**Academic Year*****Santa Clara University Degree Students***

Students admitted to degree status at Santa Clara University enrolled in study abroad and domestic study programs during the academic year are charged the applicable per term Santa Clara tuition rate.

***Non-Degree Students from Other Colleges and Universities***

Students from other colleges and universities enrolled in a Santa Clara-operated study abroad program are charged the applicable Santa Clara tuition rate and the academic year registration fee.

***Tuition Refunds***

Tuition refunds for students in study abroad and domestic study programs are governed by the applicable tuition refund schedule and any agreements governing SCU-operated, affiliated, and exchange programs.

**Summer Session*****Santa Clara University Degree Students***

Students admitted to degree status at Santa Clara University enrolled in study abroad and domestic study programs during summer session are charged tuition at the applicable summer session tuition rate.

***Non-Degree Students from Other Colleges and Universities***

Students from other colleges and universities enrolled in a Santa Clara-operated study abroad program during summer session are charged tuition at the applicable summer session tuition rate and the summer session registration fee.

***Tuition Refunds***

Tuition refunds for students in study abroad and domestic study programs are governed by the applicable tuition refund schedule and any agreements governing affiliated and exchange programs.

**ROOM AND BOARD CHARGES**

The Board of Trustees, upon the recommendation of the president and the vice president for administration and finance, sets room and board charges for undergraduate student housing. Rates for specific types of accommodations and meal plans are available from the Student Housing Office. Students sign a University Housing Contract for a full academic year or, if entering housing mid-year, for the remainder of the academic year. A student who moves from, is evicted from, or otherwise does not reside in a University residence for the full term of their contract will be assessed room and board charges consistent with the terms of the University Housing Contract.

Room and board charges for study abroad and domestic study programs are assessed at the rate established by the University for each program.

## FINANCIAL AID

Santa Clara University offers a broad range of financial assistance to undergraduate students administered through the Financial Aid Office. The University realizes that the quality education offered at Santa Clara requires a serious commitment from the student and his or her family. As a partner in this endeavor, the University makes every effort to offer assistance to deserving students. The University makes initial financial aid awards to entering students based on an analysis of financial need and other relevant factors consistent with applicable federal, state, and University regulations and renews awards in subsequent years at least at the initial level, provided the student maintains good academic standing and his or her financial situation does not change. Depending on the student's eligibility, a financial aid package may include any combination of grants, scholarships, loans, and on-campus employment.

### SANTA CLARA GRANTS AND SCHOLARSHIPS

#### SCU NEED-BASED GRANTS AND SCHOLARSHIPS

Santa Clara University awards need-based grants and scholarships to students with demonstrated financial need determined from information supplied on the Free Application for Federal Student Aid and the College Scholarship Service Financial Aid PROFILE forms. Recipients of a Santa Clara need-based grant or scholarship must have a minimum grade point average of 2.5 at the end of their freshman year and maintain a minimum grade point average of 3.0 in subsequent years. The amount of a Santa Clara need-based grant or scholarship varies up to full tuition.

#### SCU ACADEMIC MERIT AWARDS

##### *Presidential Scholar*

Presidential Scholar merit awards provide a full-tuition scholarship to up to 10 freshman students who are admitted with distinction and who demonstrate other qualities identified and emphasized by the president as critical to the University's mission.

##### *Presidential Scholarship Fund*

Awards from the Presidential Scholarship Fund are open to undergraduate students who have attained senior status, have attended at least six quarters at Santa Clara University, and have either excelled academically (minimum 3.5 grade point average) or made a significant contribution to the University community in a nonacademic area while maintaining a solid academic record.

##### *Provost Scholar*

Provost Scholar awards provide a 50 percent tuition scholarship to up to 40 freshman students who are admitted with distinction and have assumed leadership roles in their school and community.

##### *Thomas J. and Arlene Bannan Merit Scholarship*

The Thomas J. and Arlene Bannan Merit Scholarships are awarded to a limited number of students who have demonstrated high academic achievement and exemplify the

best traditions of Santa Clara University in terms of leadership, integrity, and community service. Awards can range from \$1,000 to full tuition.

##### *Dean's Scholars*

Dean's Scholar awards are made to the top accepted with distinction freshmen in each School (Arts and Sciences, Business, and Engineering). Awards range up to \$12,000.

##### *Honors Program Scholarships*

A limited number of scholarships are available to students in the University Honors Program. The amount of individual scholarships varies based on the number of recipients and available funds.

##### *Eastside Future Teachers Program Scholarships*

Each year six students from the Eastside Union High School District are selected to receive an Eastside Future Teachers Program scholarship. Students receive awards for four years of undergraduate study and for a fifth year to pursue a teaching credential at the University. Individual awards range up to full tuition based on demonstrated need.

##### *National Merit Scholarships*

Each year Santa Clara University awards four National Merit Scholarships to incoming freshmen. Students are selected from those National Merit Finalists who listed Santa Clara as their first choice school.

## SCU TALENT AND PERFORMANCE-BASED AWARDS

##### *Theatre and Dance Scholarships*

The Department of Theatre and Dance, in conjunction with the Financial Aid Office, awards scholarships to students who are declared majors in theatre and dance. Auditions for awards are generally held in early January.

##### *Music Scholarships*

The Department of Music offers partial tuition and private lesson scholarships to students who qualify by audition.

##### *Debate and Forensics Scholarships*

Scholarships are available to students participating in the debate and forensics program. Most scholarships are awarded in the sophomore, junior, and senior years of undergraduate study.

## SCU LEGACY GRANTS AND SCHOLARSHIPS

##### *Jesuit Ignatian Awards*

Jesuit Ignatian Awards are awarded to outstanding graduates of Jesuit high schools. The scholarships are primarily based on need, with award amounts varying based on the number of qualified students and the availability of funds. Award amounts range up to full tuition.

***Alumni Family Scholarships***

A limited number of scholarships is awarded each year to children and grandchildren of Santa Clara University alumni. Criteria for selection include financial need, academic accomplishments, extracurricular activities, and demonstrated leadership ability. Award amounts vary, depending on the number of qualified students and the availability of funds. Selection is made by the Alumni Family Committee in consultation with the Financial Aid Office.

***Third-Child Family Grants***

The University offers a Third-Child Grant to families with three or more dependent children simultaneously enrolled in undergraduate programs at the University. A grant equal to 50 percent of the annual tuition amount will be awarded to the student who is farthest along in his or her studies.

**ATHLETIC SCHOLARSHIPS**

The Department of Athletics awards a total of 97 scholarships to student-athletes competing in the 19 intercollegiate sports sponsored by the University in accordance with the regulations of the National Collegiate Athletic Association and the West Coast Conference. Depending on the sport and the student-athlete's eligibility, individual scholarships vary up to the full cost of attendance as defined by NCAA regulations. The Financial Aid Office will coordinate athletic scholarships with other financial aid awards in accordance with applicable federal, state, and University regulations.

**COMMUNITY FACILITATOR GRANTS**

Students who are community facilitators in the Residential Learning Communities receive a grant generally equivalent to the cost of room and board for their service in that role. The Financial Aid Office will coordinate community facilitator grants with other financial aid awards in accordance with applicable federal, state, and University regulations.

**FACULTY AND STAFF TUITION REMISSION GRANTS*****SCU Tuition Remission***

Santa Clara faculty and staff and their dependents enrolled as undergraduate students are eligible to receive a tuition remission grant in accordance with Policy 609 (Education Benefits) in the *Staff Policy Manual*. Tuition remission grants only cover tuition costs. Students are responsible for room and board charges and other fees associated with their enrollment.

***FACHEX Grants***

FACHEX (Faculty and Staff Children Exchange) is a tuition remission program for children of full-time faculty and staff established by the Conference of Academic Vice Presidents of the Association of Jesuit Colleges and Universities. Under the FACHEX program, employees who have a tuition remission benefit for their children at their home institution are eligible to apply for the same benefit at participating Jesuit colleges and universities. Specific eligibility requirements are determined by the home institution. Because each participating institution determines the number of FACHEX scholarships it will grant to incoming

students each year, there are no guarantees to the children of a given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice. FACHEX grants only cover tuition costs. Students are responsible for room and board charges and other fees associated with their enrollment. Children of Santa Clara employees who utilize the FACHEX program at another institution and subsequently transfer to Santa Clara as an undergraduate student are not eligible for an SCU tuition remission grant.

***Tuition Exchange Grants***

Tuition Exchange is a tuition grant program for dependent children of faculty and staff managed under a partnership program involving almost 600 colleges and universities. Dependent children of University employees are eligible to participate in the Tuition Exchange in accordance with Policy 609 (Education Benefits) in the *Staff Policy Manual*. Tuition Exchange grants are not a guaranteed award, but are based on each institution maintaining a balance between students sent on the exchange (exports) and students received on the exchange (imports). Most tuition exchange grants cover full tuition for four years at the host institution. Students are responsible for room and board charges and other fees associated with their enrollment. Institutions with tuition costs greater than \$25,000 are permitted to award less than their full tuition but not less than \$25,000. The minimum value of a Tuition Exchange grant is set annually by the Tuition Exchange Board of Directors. Any difference between the Tuition Exchange grant value and the actual tuition is the responsibility of the student.

**FEDERAL AND CALIFORNIA GRANTS*****Pell Grants***

Pell Grants are provided to low and middle income students to assist with meeting the costs of attending the undergraduate institution of their choice. Eligibility for a Pell Grant is determined through the federal student aid processing center based on information provided on the Free Application for Federal Student Aid. The maximum amount of a Pell Grant is set in the funding legislation adopted by Congress.

***Academic Competitiveness Grants***

The Academic Competitiveness Grant program provides grants to full-time students who are eligible for a Pell Grant and who have successfully completed a rigorous high school program as determined by the state or local education agency and recognized by the Secretary of Education. Second-year students must also have maintained a cumulative grade point average of at least 3.0. Academic Competitiveness Grants are awarded for amounts up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study.

***National Science and Mathematics Access to Retain Talent Grants***

The National Science and Mathematics Access to Retain Talent (SMART) Grant program provides grants to full-time students in their third and fourth years of undergraduate study who are eligible for a Federal Pell Grant and who are majoring in physical, life, or computer science, mathematics, technology, engineering, or a foreign language determined critical to national security. The student must also have maintained a cumulative grade point



average of at least 3.0 in coursework required for the major. SMART grants are awarded for amounts up to \$4,000 for each year of undergraduate study.

### ***Supplemental Educational Opportunity Grants***

Supplemental Educational Opportunity Grants are federally funded need-based grants administered through the University. Eligibility and the amount of the Supplemental Educational Opportunity Grant are determined by the Financial Aid Office. Due to the limited amount of funds, priority is given to students who receive Pell Grants.

### ***California Grants***

The California Grant program provides state-funded awards to California residents chosen on the basis of both academic achievement and financial need. Eligibility criteria for the Cal Grant A and Cal Grant B programs are available from the California Student Aid Commission.

The Cal Grant A program assists with tuition and fees at public and independent colleges. The current maximum award for a Cal Grant A is set by the California Student Aid Commission based on the funding legislation adopted by the State of California. A Cal Grant A Entitlement Award is made to every graduating high school senior who has at least a 3.0 grade point average, meets the financial and academic requirements, and submits an application by the applicable deadline. A Cal Grant A Competitive Award is made to other eligible students who have at least a 3.0 grade point average. Selection is based on a composite score that considers family income, parents' educational level, grade point average, time out of high school, and other factors, such as whether the student comes from a single-parent household or is a former foster youth.

The Cal Grant B program provides a living allowance and tuition assistance for students who demonstrate substantial financial need and come from a very low-income household. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the freshman year, the award also helps pay for tuition and fees. The awards for tuition and fees are the same as those for Cal Grant A. Every graduating high school senior who has at least a 2.0 grade point average, meets the financial and academic requirements, and submits an application by the applicable deadline will receive a Cal Grant B Entitlement award. Other eligible students who have at least a 2.0 grade point average may apply for a Cal Grant B Competitive award. Selection is based on a composite score that considers family income, parents' educational level, grade point average, time out of high school, and other factors, such as whether the student comes from a single-parent household or is a former foster youth.

## **OTHER GRANTS AND SCHOLARSHIPS**

### ***Army ROTC Scholarships***

Scholarships are awarded to undergraduate students through the Army Reserved Officers Training Program. Two-year, three-year, and four-year scholarships are awarded under the program to eligible ROTC students. The ROTC scholarships cover full tuition from funds provided by the Army and standard on-campus room and board charges from a University grant. In addition, recipients receive a tax-free stipend ranging from \$250 to \$400 per month during the academic year and an allowance for books and other educational items. Students who accept Army ROTC scholarships incur a military obligation that can

be fulfilled by serving part-time in the Army National Guard or Army Reserve or by serving full-time on Army active duty.

### ***Private Scholarships***

Students receiving private scholarships must notify the Financial Aid Office if they are receiving any other form of financial aid. Private scholarship checks should be sent by the awarding organization to the Financial Aid Office to ensure appropriate and timely processing. The Financial Aid Office will coordinate private scholarships with other financial aid awards in accordance with applicable federal, state, and University regulations.

## **STUDENT EMPLOYMENT**

### ***Campus Employment***

Part-time jobs for undergraduate students are available in many offices and departments on campus. Campus job listings are maintained by the Student Employment Office. Students earn an hourly wage at least at the current minimum wage rate for the State of California and may be paid at a higher rate depending on the type of work or skills required.

### ***College Work Study Program***

The College Work Study program is a need-based student employment program under which students can work up to 20 hours per week on campus or through an approved off-campus site. Students are eligible to receive up to \$3,000 per academic year under the program. Students receive a paycheck each period and can use the money for educational or living expenses. Earnings under the program are taxable.

## **LOANS**

### ***Federal Perkins Loans***

Perkins Loans are federally funded low-interest loans provided to undergraduate students based on financial need and administered by the University. Depending on funds available, a student may borrow up to \$4,000 per year while enrolled as an undergraduate student. Repayment of the loan begins nine months after completion of the deferment period, upon graduation, or when the student's enrollment status drops below half-time status (i.e., less than 6 units). The current interest rate on Perkins Loans is fixed at 5 percent. The interest rate on federal student loans changes periodically on new loans.

### ***Ford Federal Direct Loans***

Ford Federal Direct Loans are federally funded low-interest loans provided to undergraduate students and administered by the United States Department of Education. Under the Direct Loan program, a student may borrow funds for educationally related expenses and defer repayment until six months after graduation or when the enrollment status drops below half-time (i.e., less than 6 units). If an undergraduate is an independent student or a dependent student whose parents are not eligible for a PLUS Loan, the student can borrow up to \$7,500 for the first year of study, \$8,500 for the second year of study, and \$10,500 for the third, fourth, and fifth years of undergraduate study. To receive a

subsidized Direct Loan, a student must have unmet financial need. Interest is not charged on subsidized Direct Loans while the student is enrolled at least half-time or during any grace or deferment periods. Eligibility for unsubsidized Direct Loans is determined after eligibility for subsidized Direct Loans is decided. Interest is charged on unsubsidized Direct Loans during all periods, including while the student is enrolled in school and during grace or deferment periods.

### ***Parent Loan for Undergraduate Students***

Santa Clara University participates in the Federal Family Education Loan Program through which a parent of a dependent student may apply for a Parent Loan for Undergraduate Students (PLUS) to help cover the costs of educational expenses. To be eligible for a PLUS loan, a student must be a United States citizen or a permanent resident alien and must be enrolled at least half-time. A parent may borrow up to the cost of attendance minus all other financial aid for each undergraduate child. An origination fee and a federal default fee are deducted from the disbursement of the loan. The current interest rate on PLUS Loans is fixed at 8.5 percent. The interest rate on federal student loans changes periodically on new loans.

## **FINANCIAL AID ELIGIBILITY**

### ***Enrollment Status and Financial Aid Eligibility***

Undergraduate students receiving financial aid must meet general University eligibility requirements and any applicable eligibility criteria associated with specific federal, state, or University aid programs from which they are receiving support. Financial aid recipients generally must be enrolled as full-time students in a minimum of 12 units each quarter in which aid is received, must be making satisfactory progress toward a degree, and must maintain a minimum cumulative grade point average of 2.0. Financial aid awards to students who drop below full-time status (i.e., less than 12 units) will be adjusted unless certification for continuing eligibility is granted by the Financial Aid Office. Eligibility for financial aid is limited to a maximum of 12 quarters of undergraduate study. Financial aid awards will cease after the twelfth quarter of enrollment in a post-secondary institution unless certification for continuing eligibility is granted by the Financial Aid Office. Specific financial aid awards may have additional requirements for continuing eligibility.

### ***Academic Standing and Satisfactory Progress Requirements***

All financial aid recipients must maintain good academic standing and be making satisfactory progress toward a degree according to the University standards and applicable federal and state regulations. In general, students must maintain a cumulative grade point average of 2.0 or higher in courses taken at Santa Clara and must successfully complete at least 75 percent of the cumulative quarter units they attempt. The completion rate is calculated using all quarters of attendance, whether or not the student received financial aid.

Students receiving notification of unsatisfactory progress toward a degree will continue to be eligible for financial aid during the first two quarters of a probationary period. If a student has not improved their cumulative grade point average to at least a 2.0 and improved their cumulative course completion rate to at least 75 percent after two quarters, eligibility for federal and state financial aid will cease. If a student has not improved his or her cumulative grade point average to at least a 2.0 and improved his or her cumulative course

completion rate to at least 75 percent after a third quarter, eligibility for University financial aid will cease. Students who lose eligibility for financial aid and later regain good standing must reapply for financial aid. Reinstatement of financial aid will be based on the availability of funds at the time of recertification of eligibility for aid. If a student's financial aid was cancelled because his or her academic progress did not meet the minimum standards, the student may appeal for reinstatement of financial aid based on serious illness, death or serious illness of an immediate family member; or other compelling circumstances.

### ***Academic Disqualification***

Students who have been academically disqualified are ineligible for financial aid. If a student is disqualified for a limited amount of time, the student will lose eligibility for financial aid for that period. The period of disqualification will be considered part of the 12-quarter limitation just as if the student had been in attendance and received aid during the period of temporary disqualification. A student who has been reinstated after disqualification by the University may not be eligible for certain federal, state, or University financial aid programs depending on the specific eligibility requirements and availability of funds.

### ***Disciplinary Probation and Disqualification***

Eligibility for financial aid is contingent on a student remaining in good judicial standing at the University. Students who are placed on disciplinary probation for the first time will continue to remain eligible for financial aid, unless otherwise prohibited by federal, state or University regulations. Students who are placed on disciplinary probation a second time within two years of the date the first probation was imposed will lose eligibility for Santa Clara financial aid effective the date the second probation is imposed. Students who are suspended from the University are not eligible to receive financial aid. If a student is placed on disciplinary probation or deferred suspension or is involved in other significant disciplinary matters, their eligibility for financial aid is subject to review by the Office of Student Life and the Financial Aid Office.

### ***Study Abroad and Domestic Public Sector Study Programs***

Santa Clara University students participating in study abroad and domestic public sector study programs operated by or affiliated with the University are eligible for SCU financial aid and tuition remission as well as federal and state aid consistent with the policies and practices applicable to students enrolled for on-campus classes. Tuition and room and board rates associated with the specific program will be factored into the determination of the financial aid award consistent with applicable policies and practices. The total amount of a tuition remission grant for the academic year cannot exceed the annual tuition rate for that year. Students with private scholarships should contact the donor for prior approval to use funds for study abroad or domestic study programs. Students from other colleges and universities enrolled in SCU study abroad programs are not eligible for SCU financial aid.

### ***Veterans and Veterans' Dependents Assistance***

Santa Clara University has been certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability), Chapter 31 (rehabilitation), Chapter 30/1606 (active duty Montgomery G.I. Bill), Chapter 34 (old G.I. Bill), and Chapter 32 (Post-Vietnam Era

Veterans' Educational Assistance Program). Individuals interested in attending under any of the veteran's assistance programs should contact the Veterans Administration and the University Office of the Registrar.

### CANCELLATION OF FINANCIAL AID AND RETURN OF FUNDS

Students who withdraw from the University and who have federal financial aid are subject to the federal regulations applicable to the return of Title IV funds. These regulations assume that a student "earns" his or her financial aid based on the period of time he or she remains enrolled during a term. A student is obligated to return all unearned federal financial aid funds governed under Title IV other than those earned under the college work-study program.

Unearned financial aid is the amount of disbursed Title IV that exceeds the amount of Title IV aid earned in accordance with the federal guidelines. During the first 60 percent of the term, a student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the term that the student remains enrolled is the percentage of disbursable aid for that period that the student has earned. A student who withdraws after the 60 percent point of the enrollment term earns all Title IV aid disbursed for the period. The amount of tuition and other charges owed by the student play no role in determining the amount of Title IV funds to which a withdrawn student is entitled.

All funds must be returned to federal programs before funds are returned to state or University financial aid programs or to the student. The return of funds allocation will be made in the following order for students who have received Federal Title IV assistance.

- Unsubsidized Ford Federal Direct Loan
- Subsidized Ford Federal Direct Loan
- Perkins Loan
- PLUS Loan
- Pell Grant
- Academic Competitiveness and SMART Grants
- Supplemental Educational Opportunity Grant
- Other federal and state financial aids, private grants and scholarships, and University grants and scholarships
- Student

### VERIFICATION OF INFORMATION

The United States Department of Education requires all institutions disbursing federal financial aid funds to verify the accuracy of the information students and their families submit as a basis for the award of aid. Santa Clara University complies with this requirement by participating in the Federal Quality Assurance Program. Each year in fall quarter, a percentage of students receiving federal financial aid funds are randomly selected for verification of the information on which their awards were based. Students selected for verification may be required to submit additional documents and verify information, such as household size and number of family members enrolled in college. The University reserves

the right to request similar information for verification purposes for any student awarded aid and to verify the attendance of other children in college. Information collected may result in changes to a financial aid award and, in some cases, the repayment of funds already received. Failure to comply with the request for this information will result in the cancellation of financial aid funds.

## BILLING AND PAYMENT PROCEDURES

### STUDENT ACCOUNTS AND BILLING

Students assume responsibility for all costs incurred as a result of enrollment at Santa Clara University and agree to abide by applicable University policies and procedures. Students may designate a third party (e.g., parent, spouse) to be an authorized payer for their student account. That individual is authorized by the student to have access to their student account and to make payment on the account. Once authorization is arranged, the authorized payer will be notified via the e-mail address provided by the student verifying their access to view and pay a student's bill online. Authorized payers do not have access to any other student information via this site.

Students receive monthly bills electronically via a third-party vendor that are accessible through University e-campus. A billing notification will be sent to the student's University e-mail address and to the e-mail address of any payer authorized by the student. Students may also forward their student account statements electronically to any third party they authorize for remittance. Information on a student's account cannot be provided to any third party payer unless a completed Family Educational Rights and Privacy Act form authorizing its release by the student is on file with the University.

Students are obligated to pay the applicable tuition and fees associated with their enrollment status by the published payment deadline. Registered students who do not withdraw formally from the University are responsible for all tuition and other fees as well any past due charges assessed to their account. Non-attendance does not relieve the student of his or her obligation to pay tuition and fees.

### PAYMENT METHODS

Santa Clara University offers a variety of payment methods to students and their parents to assist with their financial obligations.

#### *Payment by Electronic Transfer*

A student or authorized payer may make payments by electronic transfer on the student's account through a third-party Web site accessible via the University e-campus system. The payer is able to make electronic transfer payments online without incurring a service fee.

#### *Payment by Credit Card*

The University does not accept direct payment by credit card on student accounts. However, the University has arranged for a third-party vendor to accept MasterCard, Discover, and American Express credit card payments via the Web for those wishing to make payments in this manner. Payers are assessed a service fee on payments made using credit cards.

***Payment by Mail***

Payments for student account charges are accepted by mail utilizing the University's cash management service lockbox. The payer should download a copy of the student's billing statement, enclose it with a personal or cashier's check payable to Santa Clara University, and mail both to Santa Clara University Bursar's Office, P.O. Box 60000, File 72662, San Francisco, CA 94160-2662.

***Payment in Person***

Payments for student account charges may be made in person by cash or check at the Bursar's Office in Walsh Administration Building. The Bursar's Office is not able to accept any electronic form of payment, including debit or credit cards. However, there are computer kiosks located in Walsh Administration Building for the convenience of students and their payers who wish to make electronic payments.

**EXTENDED PAYMENT OPTIONS**

For students and their families wishing to spread payments over a period of time, the University offers various extended payment plans through Tuition Pay. There is a modest fixed fee to enroll in these plans, but no interest is charged during the payment term. Information about these plans is available from the Bursar's Office.

**DELINQUENT PAYMENTS**

If all charges on a student's account have not been cleared by payment, financial aid, or loan disbursement, a late payment fee will be assessed to the student's account and a hold will be placed on the student's record. A hold on a student's record prevents the release of transcripts or diplomas, prevents access to any registration services, and may limit access to other University services. Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University. All unpaid balances will accrue 10 percent interest per annum on the balance remaining from the date of default in accordance with California state law.

Delinquent student accounts may be reported to one or more of the major credit bureaus and may be forwarded to an outside collection agency or an attorney for assistance in recovering the debt owed to the University. The student is responsible for all costs incurred to collect outstanding debt, including but not limited to accrued interest, late fees, court costs, collection fees, and attorney fees. All outstanding bills and costs of collection incurred by the University must be paid in full prior to a student re-enrolling at the University.

**REFUND PAYMENTS**

Refunds will be granted only for student accounts reflecting a credit balance. A refund will not be granted based on anticipated aid. All financial aid must be disbursed into a student's account before a refund is processed. It is the student's responsibility to make sure that all necessary documentation is completed and submitted to the Financial Aid Office so that aid can be disbursed properly and in a timely fashion. Payment received by personal check will have a 21-day hold before a refund can be issued to the payee.

**TUITION INSURANCE PROTECTION**

Students and their families may protect themselves against financial loss due to an unexpected withdrawal from the University for medical reasons by purchasing tuition insurance coverage. The University has identified an insurance company, Dewar, Inc., to provide an optional tuition insurance protection plan. This plan is designed to protect from loss of funds paid for tuition and room and board should it be necessary to withdraw completely from the University during the term for medical reasons. Information on the tuition insurance plan is available from the Bursar's Office and on its Web site.

**EDUCATIONAL TAX CREDITS**

Students may be eligible for a higher education tax credit designed to help students and their parents finance the cost of education. Tax credits are based on the amount of qualified tuition and fees, less grants and other tax-free educational assistance, and the taxpayer's adjusted gross income. Students enrolled in an eligible degree program may qualify for a Hope Scholarship Credit or Lifetime Learning Tax Credit. Specific information is available from the Internal Revenue Service.

***Hope Scholarship Credit***

The Hope Scholarship Credit provides for a tax credit up to \$1,500 for an eligible student's qualified educational expenses paid in a given tax year. This credit may be claimed for only two tax years for each student. The student must be enrolled in one of the first two years of post-secondary education (generally, the freshman or sophomore years of college) at an eligible school. The student must be enrolled at least half-time for a minimum of one academic term during the tax year.

***Lifetime Learning Credit***

The Lifetime Learning Credit provides for a tax credit of up to \$2,000 per eligible taxpayer for the qualified educational expenses paid during the tax year for all eligible students. This tax credit may be claimed for as many tax years that qualified education expenses are paid. Students must be enrolled at an eligible school during the tax year as an undergraduate or graduate student or enrolled in one or more classes to improve job skills, including required continuing education.

# 10

## University Honor Societies and Awards

### HONOR SOCIETIES

Santa Clara University is proud to host 25 prestigious national honor societies in the liberal arts, sciences, business administration, and engineering. These societies reflect a long tradition of academic excellence, tracing their origins back at least 50 years. Some date from the 19th century and one dates from the 18th century.

#### *Alpha Delta Gamma*

Alpha Delta Gamma, the national medieval and renaissance studies honorary society, was founded in December 1993 by the Program in Medieval and Renaissance Studies of the College of William and Mary in order to recognize faculty and students who share a love for the European Middle Ages and Renaissance. The Alpha chapter at Santa Clara was founded in 2000. Alpha Delta Gamma strives to encourage the highest ideals of scholarship and intellectual attainment. To be eligible, a student must be a declared candidate for a minor in the Medieval and Renaissance Program, have completed at least three courses in the program, and have earned a grade point average of 3.0 overall and 3.1 for the courses in the program.

#### *Alpha Kappa Delta*

Alpha Kappa Delta, the national sociology honor society, was founded at the University of Southern California in 1920. The Santa Clara University chapter was founded in 2000. The society's primary goal is to encourage social research for the purpose of service. To be invited to join, a student must be a sociology major of junior or senior standing, have an overall grade point average of 3.3 or higher, have completed at least four sociology courses at Santa Clara, and be sponsored by his or her academic advisor.

#### *Alpha Psi Omega*

Alpha Psi Omega is the national theatre arts honor society founded in 1925 at Fairmont College. Chapters are called "casts," and the Alpha Gamma Psi cast at Santa Clara University was started in 2000. Alpha Psi Omega has sponsored the formation of theatre honors societies with the aim of encouraging dramatic production at every step in a person's academic career. The Alpha Gamma Psi cast provides an opportunity for student leadership and a regard for academic excellence and active participation in the Department of Theatre and Dance.

#### *Alpha Sigma Nu*

Alpha Sigma Nu, the national Jesuit honor society, was founded at Marquette University in 1915. The Santa Clara University chapter was installed in 1942. Alpha Sigma Nu upholds the Jesuit values of academic excellence and service to the University and the community. Juniors and seniors who are in the top 15 percent of their class and have a demonstrated record of service and loyalty to the Jesuit ideals of education are eligible for membership.

#### *Beta Beta Beta*

Beta Beta Beta, the national honor and professional society for students of the biological sciences, was founded in 1922, and the Santa Clara University chapter was established in 1994. As a national organization, this society emphasizes a threefold program for the local chapter members: to stimulate scholarship, disseminate scientific knowledge, and promote biological research. Membership is reserved for those who achieve a superior academic record and demonstrate a special aptitude for the life sciences. Associate membership is for students with exceptional potential who are just beginning formal study and research in biology.

#### *Beta Gamma Sigma*

Beta Gamma Sigma, the national business honor society, was founded in 1913. The Santa Clara chapter was founded in 1955. The mission of Beta Gamma Sigma is to encourage and honor academic achievement in the study of business and personal and professional excellence. Membership is offered to students who show promise of success in the field of business and rank in the top 7 percent of their junior class or in the top 10 percent of their senior class.

#### *Delta Omicron*

Delta Omicron, the international music fraternity, is a professional honor society in the field of music. The society was founded in 1909 at the Cincinnati Conservatory of Music. The Gamma Omega chapter at Santa Clara University was established in 1999. Delta Omicron was created to foster fellowship through music, to encourage high scholastic achievement, to recognize excellence in musical performance, and to prepare students entering the professional world. Membership is on the basis of talent, scholarship, and character, and is open to declared music majors and minors.

#### *Eta Sigma Phi*

Eta Sigma Phi, the national classics honorary society, was founded at the University of Chicago in 1914 and became a national organization in 1924. The Epsilon Psi chapter of Eta Sigma Phi was founded at Santa Clara University in 1987. Its primary purposes are to further the spirit of cooperation and good will among members of the classics profession, to stimulate interest in the study of the classics, and to increase knowledge of the art, literature, history and culture of ancient Greece and Rome. To be eligible for nomination to membership, a student must have completed five quarters of college work, including at least three courses in classics (language, literature, history, or some aspect of culture) and have achieved a minimum grade point average of 3.0 in both the classics courses and overall.

***Kappa Delta Pi***

Kappa Delta Pi, an international education honor society, was founded in 1911 at the University of Illinois. The Santa Clara chapter was established in 1996. Organized to recognize excellence in education, Kappa Delta Pi elects to membership those who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. To be eligible for membership, students must have completed five quarters of college work, have at least 18 quarter hours of professional education courses programmed, rank in the upper 20 percent of their class, and have a cumulative grade point average of 3.25 or better.

***Lambda Alpha***

Lambda Alpha, the national anthropology honors society, was founded in 1968 at Wichita State University. The Santa Clara chapter was established in 1999. The society seeks to encourage and stimulate scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline and among students. To be eligible for membership, students must have achieved junior status, completed five courses in anthropology, have a cumulative grade point average of 3.3, and have a minimum grade point average of 3.5 in anthropology.

***Lambda Pi Eta***

Lambda Pi Eta, the official communication studies honorary society of the National Communication Association, was founded at the University of Arkansas in 1985. Theta Rho, the Santa Clara University chapter, was established in 1999. The goals of Lambda Pi Eta are to recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. Members must be a communication major or minor; have junior standing; be in good standing at the University; have completed 18 quarter units in communication; and have a grade point average of 3.0 overall and of 3.25 in communication courses.

***Phi Alpha Theta***

Phi Alpha Theta, the international history honor society, was founded in 1921 at the University of Arkansas. Lambda Upsilon chapter was established at Santa Clara University in 1966. The chapter has been active in encouraging student research in history by sponsoring an annual undergraduate research journal, workshop, and conference. Members are elected to membership on the basis of excellence in the study and writing of history.

***Phi Beta Kappa***

Phi Beta Kappa, the oldest national honor society, was founded in 1776 in Williamsburg, Virginia, by students at the College of William and Mary. The Pi chapter at Santa Clara University was installed in 1977. Its purpose is to celebrate excellence in all scholarly endeavors and to encourage educational breadth, including languages, mathematics, the sciences, and the humanities. Election to membership in Phi Beta Kappa signifies that a student has achieved an outstanding academic record as indicated by grades and intensive study in both a second language and college mathematics, as well as a general breadth in coursework.

***Phi Lambda Upsilon***

Phi Lambda Upsilon, the national chemistry honor society, was founded in 1899 at the University of Illinois “for the promotion of high scholarship and original investigation in all branches of pure and applied chemistry.” It was the first honor society dedicated to a single scientific discipline. Santa Clara University participates in the membership-at-large program, which extends recognition to outstanding chemistry students who are not enrolled at an institution where an active chapter of the society is located. Members must have senior standing, be in the top 20 percent of their chemistry class, and have a minimum grade point average of at least 3.5.

***Phi Sigma Iota***

Phi Sigma Iota, the international foreign language honor society, was founded in 1922 at Allegheny College. The Beta Delta chapter was installed at Santa Clara University in 1982. The society recognizes outstanding ability and achievement in languages, literatures, and linguistics. It stimulates advanced work in these fields, fosters intercultural understanding, and promotes a spirit of amity between our own people and other peoples of the world. Juniors and seniors with at least four advanced-content courses completed in a qualifying language, a grade point average of 3.25 in that language, and a cumulative grade point average of 3.0 may be eligible for membership.

***Phi Sigma Tau***

Phi Sigma Tau, the national honor society in philosophy, was founded at Muhlenberg College in 1930 as Alpha Kappa Alpha. In 1955, it was incorporated as Phi Sigma Tau. The Santa Clara University chapter received its charter in 1986. Its essential purpose is to promote ties between philosophy departments in accredited institutions and students in philosophy nationally. To be eligible for membership, students must have completed five quarters of college work, rank in the upper 35 percent of their class, and have completed at least three courses in philosophy with a grade point average of 3.4 or higher.

***Pi Mu Epsilon***

Pi Mu Epsilon, the national mathematics honor society, was incorporated in 1914 at Syracuse University. The California Eta chapter was founded in 1967 at Santa Clara University. The stated purpose of the society is to engage in activities designed to promote the mathematical and scholarly development of its members. Upper-division students must have completed their mathematical work with honors and must be in the upper 25 percent of their class in their general college work; sophomores must have achieved a straight-A record in all mathematical courses taken and be in the top 25 percent of their class in general college work.

***Pi Sigma Alpha***

Pi Sigma Alpha, the national political science honor society, was founded at the University of Texas in 1920. Santa Clara University's chapter, Rho Epsilon, was founded in 1988. The purpose of the society is to honor students and practitioners in political science and related subfields. Membership is granted to senior political science majors with a grade point average of 3.5 in political science and of 3.25 overall. Juniors with a grade point average of at least 3.7 in political science are also eligible for membership.

***Pi Tau Sigma***

Pi Tau Sigma, the national mechanical engineering honorary society, was founded in 1915 at the University of Illinois. The Santa Clara University Alpha Epsilon chapter was granted its charter in 1991. The objectives are to foster high ideals in the engineering profession, stimulate and support departmental activities, promote professional welfare, and develop leadership and citizenship. Members are selected from the top 25 percent of the junior class and top 33 percent of the senior class in the Department of Mechanical Engineering.

***Psi Chi***

Psi Chi, the national psychology honor society, was founded in 1929. The Santa Clara University chapter was established in 1991. The purpose of the society is to encourage, stimulate, and maintain scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. To be eligible for membership, students must have completed 12 or more units in psychology with a grade point average of 3.3, declared a psychology major or minor, and rank in the upper 33 percent of their class.

***Sigma Pi Sigma***

Sigma Pi Sigma, the national physics honor society, was founded in 1921 at Davidson College in North Carolina. The Santa Clara University chapter was founded in 1969. Sigma Pi Sigma endeavors to help students attain a clearer understanding of the powers of science, to promote further interest in the advanced study of physics, to foster the spirit of scientific research, and to encourage a professional spirit and collegiality among students of physics. Members are selected from the upper 25 percent of their class and must also have a grade point average of 3.25 in physics and mathematics.

***Sigma Tau Delta***

Sigma Tau Delta, the national English honor society, was founded in 1924 at Dakota Wesleyan University. The Santa Clara University chapter, Phi Phi, was established in 1987. Sigma Tau Delta recognizes scholarly achievement in the English language and in literature in all its aspects, including creative and critical writing. Members must be in the upper 33 percent of their class and must also have a grade point average of 3.5 in English.

***Sigma Xi***

Sigma Xi, the national scientific research society, was founded at Cornell University in 1886. The Santa Clara chapter was established in 1967. The purpose of the society is to encourage original investigation in pure and applied science. The requirements for full membership include noteworthy achievements in research as demonstrated by publications, patents, written reports, or a dissertation. Students who have demonstrated an aptitude for original scientific research are eligible for associate membership.

***Tau Beta Pi***

Tau Beta Pi, a national engineering honor society, was founded at Lehigh University in 1885. The Santa Clara chapter was established in 1956. The purpose of the society is to offer appropriate recognition of superior scholarship and exemplary

character in engineering students. Engineering seniors in the upper 20 percent of their class are eligible. These students must demonstrate exemplary character, personal integrity, breadth of interest, adaptability, and unselfish activity.

***Theta Alpha Kappa***

Theta Alpha Kappa, the national theology and religious studies honor society, was founded in 1976 at Manhattan College. The Santa Clara chapter, Alpha Phi, was granted a charter in 1981. Theta Alpha Kappa seeks to encourage research, good teaching, and publication; to encourage an exchange of learning and thought among scholars; and to bring together students and teachers in intellectual and social fellowship. Junior and senior religious studies majors and minors with a grade point average of 3.5 and a cumulative average of 3.0 are eligible for admission to the society.

***Upsilon Pi Epsilon***

Upsilon Pi Epsilon, the computing sciences honor society, was founded at Texas A&M University in 1967. The Santa Clara Lambda chapter was established in 1990. Its purpose is to promote high scholarship and original investigation in the computing sciences. Students must be computer science majors. Undergraduates must possess a 3.25 GPA overall and in the major and must have completed at least 64 units of credit and rank in the upper third of their class.

**UNIVERSITY AWARDS*****The Peter-Hans Kolvenbach, S.J. Award***

Established in 2001 on the occasion of the sesquicentennial of Santa Clara University, in honor of The Very Reverend Peter-Hans Kolvenbach, superior general of the Society of Jesus, this award is given by the president to a graduating senior who exemplifies the ideals of Jesuit education, especially being a "whole person of solidarity in the real world" and having the courage and faith to build a more just and humane world.

***Nobili Medal***

Established in 1876 by Joseph A. Donohoe in honor of John Nobili, S.J., founder of the University, this award is given to the male graduate judged outstanding in academic performance, personal character, school activities, and constructive contribution to the University by the faculty and the provost.

***Saint Clare Medal***

Established by the University in 1968 in honor of Saint Clare of Assisi, this award is given to the female graduate judged outstanding in academic performance, personal character, school activities, and constructive contribution to the University by the faculty and the provost.

***Valedictorian***

Established by the University in 1980, this honor is conferred annually on a graduating senior selected for outstanding academic achievement and University service as determined by the president in consultation with the faculty of the University and the provost.

***Markkula Prize***

Established in 1997 by the Advisory Board of the Markkula Center for Applied Ethics in honor of A. C. “Mike” Markkula Jr.’s leadership as chairman of the board. This award is given annually to a student in recognition of outstanding work in applied ethics.

***Richard J. Riordan Awards***

Established in 1984 by Richard J. Riordan, these awards are given annually to four students judged outstanding in community service.

***Student Life Award***

This award, established in 1984, is presented to the senior who has contributed to the overall quality of life in the University community.

**COLLEGE OF ARTS AND SCIENCES AWARDS****ANTHROPOLOGY*****Anthropology Program Award***

This prize is awarded to a senior anthropology major who has done outstanding work in anthropological research.

**ART AND ART HISTORY*****Art History Research Paper Prize***

This award is given for the best research paper produced on art history as judged by the faculty of the art and art history department.

**CHEMISTRY*****American Chemical Society Award in Analytical Chemistry***

Sponsored by the American Chemical Society Division of Analytical Chemistry to honor a junior student for excellence in both lower- and upper-division analytical chemistry courses.

***American Chemical Society Polyed Award***

Sponsored by the Polymer Education Committee of the American Chemical Society to honor outstanding achievement in the Organic Chemistry I, II, and III course sequence.

***American Institute of Chemists Foundation Award***

Awarded to an outstanding senior chemistry major in recognition of a record of leadership, ability, character, and scholastic achievement.

***CRC Freshman Chemistry Achievement Award***

Sponsored by the Chemical Rubber Company to honor a freshman student for outstanding performance in the General Chemistry I and II course sequence.

***Professor Joseph F. Deck Award***

Established in 1973, this award is given by the faculty of the Department of Chemistry to the outstanding student majoring in chemistry who has excelled in studies and undergraduate research, extracurricular activities, leadership, and generous tutoring of fellow students, while maintaining a B average.

**CLASSICS*****Arete Prize***

Established in 1997, this prize is given to the classics major or minor who writes the best single essay or research paper on a classical topic, as determined by the faculty of the Department of Classics.

***Walter J. Kropp Prize***

Established in 1997 in memory of Walter J. Kropp, S.J., by the faculty of the Department of Classics, this award is given to the senior classics major who has attained the highest average in classics courses.

**COMBINED SCIENCES*****John B. Drahmman Prize***

Established in 2001, this prize is awarded to the graduating senior combined sciences major who best exemplifies the hard-working and earnest values of John B. Drahmman, longtime dean of sciences and professor of physics.

**COMMUNICATION*****Communication Department Prize***

Established in 1985 by alumni and friends, this award is given by the faculty of the Department of Communication to the graduating senior who best meets the goals of the department—education of the mind, heart, and voice.

***Handlery Prize***

Established in 1947 by Mrs. Rose Handlery in memory of her son Raymond of the class of 1934, this prize is awarded each year to the graduating senior who has contributed most to the success of student publications at the University.

***Edward Shipsey, S.J., Journalism Prize***

Established in 1984 by Alfred Orr Kelly in honor of Edward J. Shipsey, S.J., this prize is awarded to the outstanding junior student who has made a commitment to a career in journalism.

***Justin T. McCarthy Award***

Established in 1976 in memory of Justin T. McCarthy, this award is given to the senior student who has excelled in oratory or other forms of public expression.



**Ryland Prize**

Established in 1897 by the Hon. Caius T. Ryland, this award is given to the winner of the annual Ryland debate. Focusing on current social and political issues, this public debate is held each spring and is judged by a faculty committee.

**ENGLISH****Academy of American Poets Prize**

Founded in 1994 by Victoria Verga Logan and Frank Verga Jr. in memory of Tamara Verga, this prize is given to the undergraduate who writes the best group of poems (determined by an annual competition).

**First-Year Composition and Rhetoric Prize**

Established by the Department of English in 1983, this prize honors the student who has written the best essay for a Composition and Rhetoric I class, as determined by a faculty panel.

**Christiaan Theodoor Lievestro Prize**

Founded in 2000 by Christiaan T. Lievestro, this prize is awarded to the senior English major whose portfolio of essays best demonstrates a sustained, improved, and/or versatile ability to think and write about complex literary, critical, cultural, rhetorical, or theoretical issues, as determined by a faculty panel.

**McCann Short Story Prize**

Established in 1894 in honor of Daniel M. McCann (B.S. 1884), this award is given by the Department of English to the author of the best short story, as determined by an annual competition.

**Shipsey Poetry Prize**

Established in 1954 by Richard W. Schmidt in honor of the late Edward Shipsey, S.J., this prize recognizes the outstanding contribution in the art of poetry, as determined by an annual competition.

**Katherine Woodall Prize in Literary Criticism**

Established in 1995 by the Department of English in honor of alumna and friend Katherine Woodall '78, this prize is awarded to the senior English major whose essay best exemplifies analysis of literary texts and/or issues in literary theory, as determined by a faculty panel.

**ETHNIC STUDIES****Matt Meier Prize**

Established in 1994 in honor of Professor Matt Meier, a major contributor to the field of ethnic studies, this prize is given by the Ethnic Studies Program to the ethnic studies minor or liberal studies minor with an ethnic studies concentration who writes the best essay on an ethnic studies topic.

**HISTORY****The Redwood Prize**

An annual prize established in 1908 by the executive committee of *The Redwood*, this award is given to the student who writes the best essay on a historical subject as determined by the faculty of the Department of History.

**The Frederick J. Mehl Prize**

An annual prize established in 1993 by the department in memory of friend and benefactor Frederick J. Mehl '74, M.A. 1975, this award is given to the student who writes the best senior thesis as determined by the faculty of the Department of History.

**LIBERAL STUDIES****Liberal Studies Academic Achievement Award**

Established in 1995, this award is given to the senior liberal studies major with the highest overall grade point average at Santa Clara.

**Pre-Teaching Awards**

Established in 1995, these awards are given to the senior liberal studies students judged most outstanding in scholarship and professional service who plan to go on to careers in teaching.

**MATHEMATICS****Robert P. Balles SCU Mathematics Scholars Award**

This award is given to the mathematics major entering his or her senior year with the highest cumulative grade point average in mathematics courses completed in the student's first three years at Santa Clara University.

**George W. Evans Memorial Prizes**

Established in 1972 by the family and friends of the late George W. Evans II, professor of mathematics at Santa Clara University, these awards are given to the students placing highest in the William Lowell Putnam Mathematical Competition. A third award is given to the student judged most outstanding in mathematical writing and research by a panel of mathematics consultants.

**Freshman Mathematics Prize**

Established in 1958, this annual award is given by the faculty of the Department of Mathematics and Computer Science to the freshman student who demonstrates excellence in mathematical study and achievement, determined by a competitive examination each spring.

**Paul R. Halmos Prize**

This prize is awarded to the senior student or students with an outstanding academic record judged to have distinguished themselves in mathematics or computer science beyond the standard coursework.

**MILITARY SCIENCE*****Armed Forces Communications and Electronics Award***

Established by the Department of the Army at Santa Clara in 1973, this annual award is given by the faculty of the Department of Military Science to the cadet in a communications or electronics field who excels in academic achievement, demonstrated leadership potential, and meritorious contribution to the ROTC program.

***Association of the U.S. Army ROTC Medal***

Established by the Department of the Army at Santa Clara in 1956, this award is given by the faculty of the Department of Military Science to the junior cadet judged most outstanding in meritorious academic attainment, exemplary conduct, efficiency, and fidelity.

***George C. Marshall ROTC Award***

Established by the Department of the Army at Santa Clara in 1977, this award is given by the faculty of the Department of Military Science to the cadet judged most outstanding in military studies and leadership.

***Superior Cadet Award***

Established by the Department of the Army at Santa Clara in 1958, these ribbons are given by the faculty of the Department of Military Science to the cadet in each of the four years of training who consistently demonstrates potential qualities of an officer, outstanding performance of duty, and overall proficiency.

**MODERN LANGUAGES AND LITERATURES*****Geoff and Josie Fox German Studies Award***

This award is given to cultivate and encourage students to learn the German language and to familiarize themselves with the German culture. Preference is given to students who have shown a consistent interest in German culture, who have an understanding of the experience, values, and traditions of Germanic speaking countries, and who have declared a major in German.

***Celeste Fritchle Award***

Established in 2003 by the friends and family of the late Celeste Fritchle, a longtime University staff member, this award is given by the Department of Modern Languages and Literatures to a junior or senior student with a declared major in modern languages and literatures who has excelled in the study of more than one foreign language.

***Pancrazio Infantino Italian Award***

This award is given to cultivate and encourage the pursuit of the Italian language and culture at Santa Clara University. It is given to students who have an understanding of the experiences, values, and traditions of Italian culture, primarily demonstrated by a declared major in Italian.

***Richard F. Rebello Phi Sigma Iota Awards***

Established in 1986 by the family of the late Richard Rebello, longtime University staff member, these awards are given by the Modern Languages Department to junior or senior language majors for outstanding accomplishments in the study of foreign language and culture.

***Andrew I. Rematore Award***

This award is given to graduating seniors with a declared major in Spanish Studies who have excelled in the major and plan to enter the teaching profession at the elementary or secondary level.

**MUSIC*****American Choral Directors Association National Choral Student Award***

This award is given to a student who has been involved in continued participation in choral ensembles, has provided service to the ensemble and conductor, has demonstrated a high degree of choral proficiency and music literacy, and has contributed to the advancement of choral singing at the University.

***Department of Music Certificate for Distinguished Musical Performance***

Established in 1980 by the faculty of the Department of Music, the Performer's Certificate is awarded to a student demonstrating exceptional accomplishment in music and excellence in musicality and technical proficiency.

***Arrigo and Caterina Descalzi Prize***

Established in 1990 in honor of Arrigo and Catherine Descalzi, this award is presented to the senior music student who, in the judgment of the faculty of the Department of Music, best demonstrates technical and artistic growth and dedication to the art of music.

**NATURAL SCIENCE*****Orella Prize***

Established in 1915 by Dr. and Mrs. Firim R. Orella (B.S. 1889), this prize is awarded to the senior science student who attains the highest average in scientific subjects.

**PERFORMING ARTS*****Charles Lampkin Award***

This annual award, established in 1989 in honor of Charles Lampkin, the late actor and University artist-in-residence, is given to the junior or senior African-American student who has demonstrated excellence and commitment to performance in theatre, music, dance, or television.

**PHILOSOPHY*****Fallon Prize***

Established in 1995 in memory of Timothy Fallon, S.J., by the faculty of the Department of Philosophy, this award is given to the junior student demonstrating outstanding achievement in the study of philosophy.

***Sourisseau Prize***

Established in 1956 by Eva Sourisseau in honor of her parents and family, this award is given by the faculty of the Department of Philosophy to the senior student demonstrating outstanding achievement in the study of philosophy.

**PHYSICS*****Carl H. Hayn Physics Prize***

Established in 1997 by William and Katherine Duffy in honor of Carl H. Hayn, S.J., longtime physics professor at Santa Clara University. The prize is awarded annually to the most outstanding student in the sequence Physics for Scientists and Engineers I, II, and III as selected by the faculty who teach the sequence.

**POLITICAL SCIENCE*****Michael Shallo Prize***

Established by the University in 1955 in honor of Michael Shallo, S.J., the award is given by the faculty of the Department of Political Science to the student judged most proficient in political science.

**PSYCHOLOGY*****Wilhelm Wundt Award***

Established in 1988, this award is given annually by the faculty of the Department of Psychology to the senior student who has excelled in scholarship, research, and service to the department.

**RELIGIOUS STUDIES*****Religious Studies Major Prize***

Established in 1950 by the president of the University, this prize is given each year by the faculty of the Department of Religious Studies to the department major most proficient in all aspects of religious studies.

***Religious Studies Minor Prize***

Established in 2003, this prize is given each year by the faculty of the Department of Religious Studies to the department minor most proficient in the religious studies program.

***Theodore Mackin Senior Thesis Award***

This prize is given each year by the faculty of the Department of Religious Studies to the religious studies major with the best senior research paper.

**SOCIOLOGY*****Witold Krassowski Sociology Award***

Established by the department, alumni, and friends in honor of Professor Witold Krassowski, the first sociologist at Santa Clara University, and the first chair of the department. The award is given to a senior sociology major who has done exemplary work in sociological research.

**THEATRE AND DANCE*****Anna Halprin Dance Award***

This award honors the extended creative and socially active career of Anna Halprin, a pioneer in the art of dance. This award is given to senior dancers who best exemplify excellence in dance and an awareness of community values while at Santa Clara University.

***William H. Leahy Prize***

Established in 1925 in honor of William H. Leahy by his wife and his brother James, this prize is awarded to the graduating senior who has made the greatest contribution to dramatic art at Santa Clara as determined by the members of the Department of Theatre and Dance.

**WOMEN'S AND GENDER STUDIES*****Mary Gordon Prize***

Established in 1992 in honor of Professor Mary Gordon, founder of the Women's Studies Program and its first director, this prize is awarded to the women's studies student who writes the best essay on a women's studies topic.

***Nina Liebman Essay Competition***

Recognizes the student addressing the general topic of women and creative expression. The essay is judged by the faculty of the Women's and Gender Studies Department.

**LEAVEY SCHOOL OF BUSINESS AWARDS*****Professor O. Robert Anderson Award***

Established in 1973, this award is given in memory of Professor O. Robert Anderson, who taught accounting at the University. It is awarded annually to the senior accounting major judged outstanding in scholarship by the faculty of the department.

***Albert F. Bruno Award***

Established in 1982 in memory of Albert F. Bruno by Albert V. Bruno and family, this award is conferred annually to the outstanding marketing major on demonstration of scholarship, leadership, personal character, and career potential.

***Charles J. Dirksen Prize***

Established in 1965 by Dr. Eliot Jones in honor of Charles J. Dirksen, late dean and professor of marketing emeritus, this prize is awarded to the junior in the Leavey School of Business judged outstanding in scholarship by the faculty.

***The Delta Sigma Pi Scholarship Key***

Awarded by the International Fraternity of Delta Sigma Pi to the graduating senior student with the highest grade point average for all coursework toward a degree in a business administration or economics major.

***Financial Executives Award***

Established at Santa Clara in 1980, this award is given annually by the Financial Executives Institute to the junior finance majors judged outstanding in scholarship and executive potential by the finance faculty and members of the institute.

***Charles and Barbara Hazel Award for Excellence in Undergraduate Economics***

Established by Charles and Barbara Hazel, this award is given annually to the graduating seniors who have achieved superior academic performance as economics majors.

***Isabel Jones Prize***

Established by Dr. Eliot Jones in 1956 in memory of his wife, Isabel, this award is given to the senior in the Leavey School of Business judged most outstanding in scholarship by the business school faculty.

***The Management Award***

Granted to the senior major who, through high overall grade point average, has demonstrated noteworthy scholarship, strong leadership, and managerial aptitude in co-curricular activities.

***The Management Information Systems Award***

Awarded by the faculty to the senior operations and management information systems major judged outstanding in scholarship and executive potential.

***The Management Information Systems Service Award***

Awarded to students who have demonstrated outstanding service and executive potential as judged by the faculty of the Department of Operations and Management Information Systems.

***Outstanding Accounting Student Award***

Established in 1973, this award is given annually by the San Jose Chapter of the California Society of Certified Public Accountants to the senior accounting major judged outstanding in scholarship and professional career potential by a committee of the chapter.

**SCHOOL OF ENGINEERING AWARDS*****William J. and Marijane E. Adams Jr. Awards***

Established in 1990 by William J. and Marijane E. Adams Jr., one award is conferred annually to an outstanding mechanical engineering undergraduate student with financial need; and one award provides a stipend for an outstanding graduating senior in mechanical engineering to continue to graduate school at Santa Clara.

***The Award for Research Excellence***

Awarded to a senior undergraduate engineering student who has demonstrated excellence in research while an undergraduate.

***The Computer Engineering Award for Technical Excellence***

Awarded to those seniors who, in the judgment of the department faculty, have completed a capstone design project that is distinguished by an exceptionally high degree of technical and scholarly achievement.

***Edmund C. Flynn Memorial Awards***

Established in 1981 by Mrs. Edmund C. Flynn in memory of her husband, these awards are given to the graduating civil engineering student presenting the best thesis and to the two junior civil engineering students with the highest scholastic averages.

***Raymond M. Galantine Award***

Established in 1996, this award recognizes an outstanding engineering student who has demonstrated a commitment to putting into practice the Catholic and Jesuit ideal of people in the service of others. The award honors the memory of Raymond M. Galantine '53, whose life was an example of this ideal.

***The Outstanding Civil Engineering Senior Award***

Awarded to a senior by the faculty of the Civil Engineering Department based on excellent academic standing, contribution to the department and school, and quality senior design project.

***The Outstanding Electrical Engineering Senior Award***

Awarded to a senior by the faculty of the Electrical Engineering Department based on excellent academic standing, contribution to the department and school, and quality senior design project.

***The Outstanding Mechanical Engineering Senior Award***

Awarded to a senior by the faculty of the Mechanical Engineering Department based on excellent academic standing, contribution to the department and school, and quality senior design project.

***Regan Memorial Award***

Established in 1977 in memory of Patrick W. Regan of the class of 1947, this award is given to the outstanding juniors in civil engineering as determined by the faculty of the department.

***School of Engineering Humanities Award***

Conferred each year on an engineering student who has been nominated by members of the humanities faculty and selected by the School of Engineering for outstanding work in the humanities while maintaining a strong record in engineering.

***Harold M. Tapay Award***

Established in 1989, this award is given annually to a civil engineering student based on academic performance, financial need, and contributions to the school.

***The Senior Design Presentation Awards***

Awarded to senior design groups in the School of Engineering who produce the best presentation in each of the following: civil engineering, computer engineering, electrical engineering, mechanical engineering, and interdisciplinary engineering. The award recipients are selected by a panel of external judges.

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**Student Life**

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**CAMPUS MINISTRY**

Campus Ministry seeks to encourage and support all members of the University community who desire to deepen their spirituality and religious commitment. In keeping with the Jesuit tradition of developing the whole person, Campus Ministry seeks to facilitate growth in individuals and the community by its presence, programs, and services. While rooted in the Catholic, Jesuit tradition, Campus Ministry also supports the religious diversity of our community, as reflected in other denominations and faith traditions. To attain its vision, Campus Ministry offers the University community a variety of programs, including liturgies and other sacramental celebrations, faith formation, retreats, counseling and spiritual direction, educational forums, interfaith outreach, and justice education. The Campus Ministry professional staff consists of a team of women and men—lay, religious, and priests—who collaborate with student interns and all segments of the community in the planning and execution of our programs. In all of this, Campus Ministry is guided by the words of the prophet Micah: “This is what the Lord asks of you, only this: to act justly, to love tenderly, and to walk humbly with your God.”

**CAMPUS RECREATION**

Campus Recreation is committed to the Jesuit concept of developing the whole person through a broad range of recreational, educational, and competitive opportunities that seek to enrich the lives of students, faculty, and staff. Informal recreation opportunities include drop-in use of the weight and cardiovascular equipment, gymnasium, tennis center, and lap pool in the Malley Fitness and Recreation Center. Non-credit lifetime fitness classes are also available for a nominal quarterly fee to all members. Organized intramural sports leagues provide competitive opportunities in flag football, tennis, volleyball, badminton, basketball, soccer, table tennis, softball, and ultimate Frisbee. Competitive club sports, open only to students, represent Santa Clara against teams from other colleges and universities in the region. Current sports clubs are boxing, cycling, disc golf, equestrian, ice hockey, men's and women's lacrosse, men's and women's rugby, men's volleyball, paintball, sailing, shotokan karate, swim, triathlon, and ultimate Frisbee.

**CAREER CENTER**

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate for the continuous process of career and life development. Students explore their majors and career choices with counselors to reflect on attributes such as personality, skills, interests, and values and learn to represent those attributes effectively on resumes, in cover letters, during interviews, and throughout the life of their careers. To help students develop their skills and to put them in

touch with potential employers, the Career Center offers a variety of programs each year, including career fairs, employer information sessions, career networking with alumni, vocation symposia, classes on career strategies, resume writing seminars, internship workshops, interview training, mock interviews, and professional etiquette training. Drop-in and by-appointment counseling sessions provide opportunities for individual support. The Career Center's Web site provides resources on internships, jobs, career fields, and career management strategies, as well as timely information on upcoming career-related events. Students may register online to participate in on-campus interviewing and to receive frequent notices about full-time and part-time jobs, internships, cooperative education placements, and volunteer positions. A resource library provides computer workstations for online research, books, and brochures on all aspects of career choice and job search, industry directories, journals, newspapers, information on particular companies, and guides to graduate schools.

The Student Employment Office, operated through the Career Center, assists students with on- and off-campus University student employment positions. Positions are posted through the Career Center's BroncoTrak online job listings and are accessible to students via e-campus.

### CENTER FOR MULTICULTURAL LEARNING

The Center for Multicultural Learning is charged with the task of advancing multicultural education throughout the University; coordinating the multicultural organizational infrastructure in partnership with existing departments; promoting a supportive environment for faculty, staff, and students of color; and enhancing the overall campus climate for diversity for all students, faculty, and staff. The Center seeks to cultivate a campus environment that supports diverse perspectives and dialogues among individuals from varied cultural backgrounds, social classes, religious traditions, sexual orientations, disability groups, and genders. It offers curricular and co-curricular programs that enhance the diversity-related learning opportunities available on campus while recognizing the essential unity of human experience and need. Intergroup dialogues are encouraged, not to eliminate difference, but to increase understanding and appreciation of the richness multiple cultures bring to campus. Broadly conceived and deliberately defined, the Center's programs create a culture and climate of diversity, encouraging and fostering an intentional multicultural campus community at Santa Clara University.

### CENTER FOR STUDENT LEADERSHIP

The Center for Student Leadership is dedicated to enhancing student leadership potential in the Jesuit tradition. The Center advises clubs, provides leadership-development resources, and supports program planning. The Center's staff of scholar-practitioners offers formal leadership training and experiential opportunities in an integrated academic environment as well as provides programs and services that embrace the values of social justice, citizenship, ethical decision making, service to others, and diversity. The Center supports and advises a variety of student groups, including registered student organizations and clubs, boards for each undergraduate class, and eight University chartered student organizations.

### CHARTERED STUDENT ORGANIZATIONS

The **Activities Programming Board** provides social and educational events, programs, and leadership opportunities. Students may get involved with the Board as a staff member or a volunteer with concerts, comedians, speakers, and recreational and educational trips.

**Associated Students of Santa Clara University** is the undergraduate student government organization, which is divided into the executive, legislative, and judicial branches. Positions are available on the Student Senate, Student Court, class boards, University committees, or as club leaders.

**KSCU** is a student-run, non-commercial radio station at 103.3 FM. The program format features primarily independent music, including indie rock, punk, ska, jazz, blues, and reggae. Students may get involved with the radio station as a staff member or as a volunteer disc jockey, office assistant, fundraiser, or sound technical staff.

The **Multicultural Center** provides programming and program support for students of diverse ethnic backgrounds and for the campus community. The Center has more than 500 participating members and houses nine clubs, including Arab Cultural Society, Asian Pacific Student Union, Barkada, Chinese Student Association, Igwebuike, Intandesh, Ka Mana 'o O Hawaii, MEChA-El Frente, and the Vietnamese Student Association. Students may get involved with the Multicultural Center in a staff position and in volunteer opportunities as a board member, club leader, or event assistant.

**The Santa Clara** is the University's undergraduate weekly newspaper, serving as an informative and entertaining student-run campus publication. Students may get involved in a staff position or as a volunteer writer, photographer, or member of the business staff.

**The Santa Clara Review** is the University's biannual literary magazine and draws submissions from students, faculty, staff, and artists outside the University community. The *Review* is committed to the development of student literary talent in editorial knowledge and creative writing skills. Students may get involved with the magazine in several staff positions and with opportunities to volunteer in the areas of poetry, fiction, nonfiction, art, and management.

**The Redwood** is the University's annual yearbook capturing the pictorial history of each academic year. Students may get involved with the yearbook through staff positions and volunteer roles in writing, design, photography, and management. Students at-large are encouraged to participate by contributing photos and writings.

The **Santa Clara Community Action Program** is a community-based, volunteer service organization that promotes social awareness, leadership for social justice, and compassion, and provides students opportunities to apply their education to social service. Program opportunities include Special Olympics, Veteran Connection, tutoring, and education. Students may get involved in both staff leadership positions and volunteer opportunities.

### COMPUTING SERVICES

Undergraduate students are supported with a variety of computing services at Santa Clara University. All registered students are provided with University networking and e-mail accounts and may use any of the general computing resources provided by the University. Students agree that their use of the network and computing resources will be in accordance with the University's Acceptable Use Policy found in Chapter 8 of the Academic and Administrative Policies and Regulations. The University uses Santa Clara e-mail as one of the communication channels for official notification to undergraduate students. Although the University urges students to use their Santa Clara e-mail address as their primary e-mail, students who will not be checking that address regularly should forward their Santa Clara e-mail to their alternate e-mail address.

Students have access to administrative information and services at all times through the e-campus portal system. Web-based services include registering for classes, checking class availability, adding and dropping classes, reviewing class schedules, checking course grades, obtaining transcripts, reviewing financial accounts, and updating demographic

information such as local and permanent addresses, phone numbers, and alternate e-mail addresses. Students and their faculty advisors can conduct degree audits online to assess progress toward completing degree requirements.

Although most students have their own computers, the University provides both PC and Macintosh workstations in general computing labs. The workstations have various software packages for word processing, spreadsheet, database, presentation, and programming use, as well as networking software to support Web browsing, Telnet, and FTP with full Internet access. In addition to the workstations provided in the general computing labs, there are more than 500 computers located in classrooms, computing labs dedicated to specific academic disciplines, and the University library.

The University is connected to the Internet via high-speed connections with Internet access from the Santa Clara campus freely available to all students. Students living off campus must make separate arrangements for Internet access from their residence. In addition to the computing labs and classrooms, network jacks are available in the University library and the Benson Memorial Center for laptop use. Most of the University campus is also covered by a wireless network.

All full-time faculty members have a personal computer or workstation in their offices, and computer use is a common element in all disciplines. E-mail is a frequent communication tool between and among faculty and students. Many faculty place course-related materials on the University electronic reserve system (ERES) where they are accessible 24 hours per day. Increasingly, faculty also use the capabilities of the University's course management system (Angel) to supplement and extend their in-class activities. The OSCAR library system provides students with access to the collections of the University library and the Heafey Law Library and serves as a gateway to the University's online resources and interlibrary loan services, including the combined collections of more than 30 member institutions.

## COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services offers mental health services to undergraduate and graduate students with a mission to support their developmental growth that enables them to become more effective in their personal, academic, and social functioning. Counseling helps students address psychological issues that may affect their successful participation in the learning community. Among the psychosocial and developmental issues that students work on with their counselors are depression, anxiety, interpersonal problems, disturbed sleep or eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. Services are confidential, free, and include individual counseling, couples counseling, group counseling, and psycho-educational programs.

## COWELL STUDENT HEALTH CENTER

Cowell Health Center provides quality, accessible, and convenient medical care to Santa Clara students. The Health Center provides primary medical care, physicals, diagnosis of illness and injuries, immunizations, gynecological examinations, limited in-house pharmacy, and referral to specialists when needed. In its Wellness Center, health and wellness education, and prevention services are offered to the campus through education materials, peer education, and annual campus-wide health campaigns. The Health Center staff includes a physician, nurse practitioner, physician assistant, registered nurses, and medical assistants. In addition, a psychiatrist, dietician, and physical therapy assistant are each available on a part-time basis. Cowell Health Center is accredited by the national Accreditation Association for Ambulatory Health Care.

All undergraduate students are eligible to use the services of Cowell Health Center. The Health Center does not charge for visits, but does charge students for laboratory work, medications, and other specialized services. Students are seen on an appointment basis and usually can be seen the same day, if an appointment is requested in the morning. The Center is open from 8:30 a.m. to 5 p.m. Monday through Friday when classes are in session. When the Health Center is closed, there is an advice nurse available by phone and volunteer student emergency medical technicians who can visit students on campus. The Center is closed from mid-June to mid-August.

All undergraduate students are required to complete a pre-entrance health history prior to arrival at the University and to maintain health insurance coverage while enrolled at the University. Students will be charged for University health insurance unless they complete a waiver verifying their own comparable insurance each academic year.

## DRAHMANN ACADEMIC ADVISING AND LEARNING RESOURCES CENTER

The Drahmman Academic Advising and Learning Resources Center coordinates academic support services for undergraduate students and provides services for international students and students with disabilities at both the undergraduate and graduate levels. Staff of the Drahmman Center work closely with faculty and staff in the Residential Learning Communities, the deans' offices, Counseling and Psychological Services, the Career Center, the Center for Multicultural Learning, and the Center for Student Leadership to ensure that academic advising and other academic support services are integrated for the benefit of students.

Santa Clara University follows a developmental advising model based on a close student-faculty advisor relationship intended to assist students in achieving educational, career, and personal goals through the use of the full range of institutional resources. The Drahmman Center provides training for faculty advisors through both new faculty advisor workshops and ongoing training to keep faculty advisors current on University policies and available resources. The Center also collaborates with the Center for Multicultural Learning through the Advisor and Curriculum Development Council to offer opportunities for faculty to develop advising skills in support of students from varied backgrounds. University advisors in the Drahmman Center assist students in working effectively with faculty members, with petitions for exceptions to University policy where unusual circumstances warrant, and with the resolution of special problems.

New Student Programs for undergraduate students are coordinated by the Drahmman Center. Through the New Student Orientation programs, advisors and staff at the Center work with the faculty and staff throughout the University to introduce students to the campus community, to provide advising for new students' initial registration, and to help new students adjust to the demands and opportunities of University life. The Drahmman Center works to ensure that first-generation college students and students of color have access to the full range of University support services.

The Tutoring Center offers individual and group tutoring as well as consultation and workshops on learning strategies, study skills, and time management. The Center also provides advising outreach in support of first-year and undeclared students through the Residential Learning Communities.

For undergraduate students interested in pursuing graduate study, the Drahmman Center offers a *Guide to Graduate Study* on its Web site. The Career Center also has a *Resource Guide to Graduate School* on its Web site. The Office of Fellowships maintains information on nominated graduate fellowships (e.g., Fulbright, Goldwater, Marshall, Rhodes) on its

Web site and provides assistance in the application process for these awards. Faculty are often the best source of information on the nature and quality of graduate programs in their academic discipline.

The Office of Disabilities Resources has been designated by the University to ensure access for students with disabilities to all academic programs and campus resources. The goal is to support students with medical, physical, psychological, attention-deficit, and learning disabilities to participate fully in campus life, its programs, and activities. Emphasis is on growth and individual achievement through the provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the campus community. Reasonable accommodations are provided to minimize the effects of a student's disability and to maximize the potential for success.

The Drahmann Center provides assistance to undergraduate and graduate international students with issues related to visas, matters pertaining to immigration law, and general support for their transition to and continued success in their studies on campus.

### HOUSING AND RESIDENCE LIFE

The undergraduate residence halls at Santa Clara University are home to nine Residential Learning Communities that are vehicles for advancing the University's goals of integrated education and educating the whole person. In the theme-based Learning Communities, resident directors and faculty directors coordinate the efforts of resident ministers, faculty-in-residence, and student staff to encourage high academic achievement, effective community living, and individual development.

University residence halls accommodate more than half of the undergraduate population in co-educational communities with common lounge areas, study rooms, kitchen and laundry facilities, and other services. Most residence halls offer traditional double-occupancy rooms with common bath facilities; some halls offer suites and apartment-style accommodations with bathrooms en suite. All residence hall rooms and suites are equipped with a cable television connection and with Ethernet and telephone jacks for each student. Wireless network service is also available in the residence halls.

### INTERCOLLEGIATE ATHLETICS

Santa Clara University supports a broad intercollegiate athletic program with competition in 19 sports. The University is a member of Division I of the National Collegiate Athletic Association and a founding member of the West Coast Conference. Intercollegiate competition for men is conducted in baseball, basketball, crew, cross country, golf, soccer, tennis, track and field, and water polo. Intercollegiate competition for women is conducted in basketball, crew, cross country, golf, soccer, softball, tennis, track and field, volleyball, and water polo. The men's and women's soccer teams are perennially among the nation's elite programs, both having won national championships. Women's volleyball has also emerged in recent years as one of the nation's elite programs.

### KIDS ON CAMPUS

Kids on Campus is the University childcare and preschool program for children of faculty, staff, students, and alumni between 6 weeks and 5 years of age. The staff at Kids on Campus provides a loving, creative, and safe learning environment designed to enhance the physical, mental, and social growth of each child through a "learning through play" philosophy.



## Accreditations and Memberships

### University Accreditation

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
(510) 748-9001

### Specialized Accreditations

Accreditation Association for Ambulatory Health Care  
(Cowell Health Center)  
Accreditation Board for Engineering and Technology (Undergraduate Civil, Computer, Electrical, and Mechanical Engineering)  
Association to Advance Collegiate Schools of Business-International  
International Association for Management Education  
(Undergraduate and Graduate Programs and Department of Accounting)  
American Association of Museums  
American Bar Association  
American Chemical Society  
California State Commission on Teacher Credentialing  
State Bar of California

### Memberships

American Association of Higher Education  
American Council of Learned Societies  
American Council on Education  
American Mathematical Society (Institutional Member)  
Association of American Colleges and Universities  
Association of American Law Schools  
Association of Catholic Colleges and Universities  
Association of Governing Boards of Universities and Colleges  
Association of Independent California Colleges and Universities  
Association of Jesuit Colleges and Universities  
College Compact  
College Entrance Examination Board  
Council for Advancement and Support of Education  
Council of Graduate Schools in the United States  
Council for Higher Education Accreditation  
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**MICHAEL A. SWEENEY (1966)**

*Associate Professor of Chemistry, Emeritus*  
B.S., 1953, Loyola University, Los  
Angeles; M.S., 1955, Ph.D., 1962,  
University of California, Berkeley.

**JO ANN VASQUEZ (1972)**

*Associate Professor of Education, Emerita*  
B.A., 1966, Immaculate Heart College,  
Los Angeles; M.A., 1970, Ph.D., 1973,  
Claremont Graduate School.

## FACULTY

**DALE D. ACHABAL (1980)**

*Professor of Marketing*  
B.A., 1968, M.A., 1970, San Francisco  
State University; Ph.D., 1975,  
University of Texas, Austin.

**THORSTEINN ADALSTEINSSON (2006)**

*Assistant Professor of Chemistry*  
B.Sc., 1996, University of Iceland;  
Ph.D., 2002, University of Wisconsin,  
Madison.

**NARENDRA AGRAWAL (1992)**

*Associate Professor of Operations and  
Management Information Systems*  
B.Tech., 1984, Institute of Technology,  
Banaras Hindu University; M.S., 1987,  
University of Texas, Dallas; Ph.D.,  
1994, The Wharton School, University  
of Pennsylvania.

**GERALD L. ALEXANDERSON (1958)**

*Professor of Mathematics*  
B.A., 1955, University of Oregon;  
M.S., 1958, Stanford University.

**KATHERINE AOKI (2003)**

*Assistant Professor of Art and Art History*  
B.A., 1990, University of California,  
Berkeley; MFA., 1994, Washington  
University.

**GLENN D. APPLEBY (1993)**

*Associate Professor of Mathematics*  
B.A., 1986, University of Chicago;  
M.S., 1988, Ph.D., 1993, University of  
California, Los Angeles.

**MARK D. ARDEMA (1986)**

*Professor of Mechanical Engineering*  
B.S., 1964, M.S., 1965, Ph.D., 1974,  
University of California, Berkeley.

**MARK A. ASCHHEIM (2003)**

*Associate Professor of Civil Engineering*  
B.S., M.Eng., 1992, Ph.D., 1995,  
University of California, Berkeley.

**DARREN C. ATKINSON (2000)**

*Associate Professor of Computer  
Engineering*  
B.S., 1991, M.S., 1994, Ph.D., 1999,  
University of California, San Diego.

**CHRISTINE M. BACHEN (1989)**

*Associate Professor of Communication*  
B.A., 1977, University of California,  
Los Angeles; Ph.D., 1982, Stanford  
University.

**CYNTHIA M. BAKER (1999)**

*Associate Professor of Religious Studies*  
B.A., 1984, Wesleyan University; MTS,  
1987, Harvard University; Ph.D.,  
1997, Duke University.

**GREGORY A. BAKER (1988)**

*Professor of Management*  
B.S., 1978, M.S., 1980, Ph.D., 1982,  
Purdue University.

**RICHARD P. BARBER JR. (1995)**

*Associate Professor of Physics*  
B.S., 1984, Davidson College; M.S.,  
1989, Ph.D., 1990, University of  
Maryland, College Park.

**JOSÉ BARRÍA (1986)**

*Professor of Mathematics and Computer  
Science*  
B.A., 1963, University of Concepción,  
Chile; M.A., 1972, Ph.D., 1974,  
Indiana University.

**BRIGID S. BARTON (1977)**

*Associate Professor of Art History*  
B.A., 1965, Barnard College of  
Columbia University; M.A., 1968,  
Ph.D., 1976, University of California,  
Berkeley.

**MARIA BAULUZ (2007)**

*Lecturer in Modern Languages  
and Literatures*  
B.A., 1988, University of Oviedo;  
M.A., 1996, University of Iowa.

**THOMAS BEAUDOIN (2004)**

*Assistant Professor of Religious Studies*  
B.A., 1992, University of Missouri,  
Kansas City; MTS, 1996, Harvard Uni-  
versity; Ph.D., 2001, Boston College.

**ROSE MARIE BEEBE (1986)**

*Professor of Modern Languages and  
Literatures*  
B.A., 1976, Santa Clara University;  
M.A., 1980, Ph.D., 1983, Stanford  
University.

**TERRY L. BEERS (1988)**

*Professor of English*  
B.A., 1977, M.A., 1982, California  
State University, Northridge; Ph.D.,  
1986, University of Southern California.

**ROBERT A. BEKES (1988)**

*Associate Professor of Mathematics and  
Computer Science*  
B.A., 1966, University of California,  
Berkeley; M.A., 1970, Ph.D., 1973,  
University of Oregon.

**MATTHEW C. BELL (2001)**

*Assistant Professor of Psychology*  
B.S., 1989, University of New Mexico;  
M.A., 1992, Ph.D., 1997, University of  
California, San Diego.

**MARIO L. BELOTTI (1959)**

*Professor of Economics*  
B.S., 1954, M.A., 1955, Midwestern  
University; Ph.D., 1960, University of  
Texas, Austin.

**JAMES B. BENNETT (2002)**

*Assistant Professor of Religious Studies*  
B.A., 1989, University of California,  
Los Angeles; M.Div., 1993, Princeton  
Theological Seminary; Ph.D., 1999,  
Yale University.

**MICHELLE BEZANSON (2006)**

*Assistant Professor of Anthropology*  
B.A., 1996, M.A., 1999, Ph.D., 2006,  
University of Arizona.

**SIMONE J. BILLINGS (1980)**

*Senior Lecturer in English*  
B.A., 1975, M.A., 1979, San Francisco  
State University; Ph.D., 1994, Stanford  
University.

**ALDO L. BILLINGSLEA (1998)**

*Associate Professor of Theatre and Dance*  
B.A., 1987, M.A., 1988, Austin  
College; MFA, 1991, Southern  
Methodist University.

**JOHN T. BIRMINGHAM (2000)**

*Associate Professor of Physics*  
B.A., 1989, Princeton University; M.A.,  
1991, Ph.D., 1996, University of  
California, Berkeley.

**REBECCA BLACK (2006)***Lecturer in English*

B.A., 1997, Tulane University; MFA., 2002, Indiana University.

**HANS C. BOEPPLE (1978)***Professor of Music*

B.M., 1973, M.M., 1975, Indiana University.

**SHERRYL BOOTH (1992)***Senior Lecturer in English*

B.A., 1971, M.A., 1973, Virginia Polytechnic Institute and State University; Ph.D., 1989, Texas Christian University.

**MARC BOUSQUET (2005)***Associate Professor of English*

B.A., 1985, Yale University; Ph.D., 1997, City University of New York.

**GEOFFREY C. BOWKER (2004)***Professor of Communication and Environmental Studies*

B.A., 1975, Australian National University; Ph.D., 1984, University of Melbourne.

**ROBERT BOZINA (1994)***Senior Lecturer in Music*

B.A., 1969, Santa Clara University; M.A., 1974, San Francisco State University.

**ROBERT J. BRANCATELLI (1998)***Assistant Professor of Religious Studies*

B.A., 1978, Ursinus College; M.A., 1995, Santa Clara University; Ph.D., 2001, Catholic University of America.

**AMARA T BROOK (2005)***Assistant Professor of Psychology*

A.B., 1996, Harvard University; M.S., 1999, M.A., 2002, University of Michigan.

**PHYLLIS R. BROWN (1982)***Associate Professor of English*

B.A., 1973, University of Rochester; M.A., 1975, Ph.D., 1979, University of Oregon.

**LINDA S. BRUNAUER (1988)***Associate Professor of Chemistry*

B.S., 1978, San Jose State University; Ph.D., 1984, University of California, Los Angeles.

**ALBERT V. BRUNO (1971)***Professor of Marketing*

B.S., 1967, M.S., 1969, Ph.D., 1971, Purdue University.

**IRENE BUBULA-PHILLIPS (2007)***Lecturer in Modern Languages and Literatures*

B.A., 1985, University of Trieste; M.A., 1991, San Jose State University.

**MICHAEL BUCKLEY, S.J. (2006)***Professor of Religious Studies*

S.T.L., 1963, Alma College; Ph.D., 1967, University of Chicago.

**JERRY M. BURGER (1984)***Professor of Psychology*

B.A., 1974, M.S., 1977, California State University, Fresno; Ph.D., 1980, University of Missouri, Columbia.

**MICHELLE BURNHAM (1997)***Associate Professor of English*

B.A., 1984, Trinity College; M.A., 1992, Ph.D., 1994, State University of New York, Buffalo.

**FABIO CALDIERARO (2003)***Assistant Professor of Marketing*

B.S., 1990, M.S., 1996, Pontifical Catholic University of Rio Grande du Sul; Ph.D., 2003, Northwestern University.

**DAVID F. CALDWELL (1978)***Professor of Management*

B.A., 1971, Whitworth College; M.S., 1973, Washington State University; Ph.D., 1978, University of California, Los Angeles.

**MICHAEL J. CALEGARI (2001)***Associate Professor of Accounting*

B.S., 1980, University of San Francisco; M.S., 1986, Golden Gate University; Ph.D., 1996, University of Arizona.

**LUIS F. CALERO, S.J. (1991)***Associate Professor of Anthropology*

B.A., 1974, Loyola University, New Orleans; M.Div., 1983, Jesuit School of Theology, Berkeley; Ph.D., 1987, University of California, Berkeley.

**DENISE L. CARMODY (1994)***Professor of Religious Studies*

B.A., 1958, College of Notre Dame of Maryland; M.A., 1966, Ph.D., 1970, Boston College.

**MICHAEL R. CARRASCO (1997)***Associate Professor of Chemistry*

B.A., 1990, University of California, Berkeley; M.A., 1991, M.Phil., 1994, Ph.D., 1995, Columbia University.

**STEPHEN CARROLL (2006)***Lecturer in English*

B.A., 1982, M.A., 1987, Ph.D., 1996, University of California, Berkeley.

**MICHAEL CASTORI, S.J. (2007)***Assistant Professor of Religious Studies*

A.B., 1982, Harvard College; M.A., 1991, Fordham University; M.Div., 1998, Jesuit School of Theology at Berkeley.

**ASLIHAN CELIK (2000)***Assistant Professor of Operations and Management Information Systems*

B.S., 1992, M.S., 1994, Bilkent University; Ph.D., 2001, University of Arizona.

**GEORGE CHACKO (2006)***Associate Professor of Finance*

B.S., 1989, Massachusetts Institute of Technology; M.B.A., 1992, University of Chicago; Ph.D., 1997, Harvard University.

**RAMÓN D. CHACÓN (1981)***Associate Professor of History and Ethnic Studies*

B.A., 1968, California State University, Fresno; M.A., 1972, M.A., 1976, Ph.D., 1983, Stanford University.

**JULIANA CHANG (2001)***Associate Professor of English*

B.A., 1988, M.A., 1991, Ph.D., 1995, University of California, Berkeley.

**ELSA Y. CHEN (2000)***Assistant Professor of Political Science*

B.A., 1991, Princeton University; M.P.P., 1993, Harvard University; M.A., 1996, C.Phil., 1997, Ph.D., 2000, University of California, Los Angeles.

**HSIN-I CHENG (2007)***Assistant Professor of Communication*

B.A., 1998, Fu-Jen Catholic University; M.A., 2001, University of Wisconsin; Ph.D., 2006, Bowling Green State University.

**STEPHEN A. CHIAPPARI (1996)***Senior Lecturer in Applied Mathematics*

B.S., 1984, Santa Clara University; Ph.D., 1990, University of Illinois, Urbana-Champaign.

**STEVEN C. CHIESA (1987)***Associate Professor of Civil Engineering*

B.S., 1975, Santa Clara University; M.S., 1976, Stanford University; Ph.D., 1982, University of Notre Dame.



**WINGYAN CHUNG (2007)**

*Assistant Professor of Operations and Information Management Systems*  
B.A., 1993, M.S., 2000, The Chinese University of Hong Kong; Ph.D., 2004, University of Arizona.

**ROBERT A. COLLINS (1989)**

*Professor of Operations and Management Information Systems*  
B.A., 1971, Graceland College; M.A., 1973, Ph.D., 1975, University of Missouri, Columbia.

**GREGORY P. CORNING (1997)**

*Associate Professor of Political Science*  
B.A., 1987, Brown University; M.A., 1989, Ph.D., 1996, University of Southern California.

**JAMES B. COTTRILL (2006)**

*Assistant Professor of Political Science*  
B.A., 1991, University of Louisville; Ph.D., 2004, Texas A&M University.

**LUCILE COUPLAN-CASHMAN (2007)**

*Lecturer in Modern Languages and Literatures*  
B.A., 1973, M.A., 1974, La Sorbonne; M.A., 1978, Arizona State University.

**PAUL G. CROWLEY, S.J. (1989)**

*Professor of Religious Studies*  
B.A., 1973, Stanford University; M.A., 1975, Columbia University; Ph.D., 1984, Graduate Theological Union.

**BRIDGET R. COOKS CUMBO (2001)**

*Associate Professor of Art History and Ethnic Studies*  
B.A., 1993, University of California, Irvine; M.A., 1997, Ph.D., 2001, University of Rochester.

**JANE L. CURRY (1986)**

*Professor of Political Science*  
B.A., 1969, Vassar College; M.A., 1971, Indiana University; Ph.D., 1979, Columbia University.

**ELIZABETH P. DAHLHOFF (1997)**

*Associate Professor of Biology*  
B.A., 1986, University of California, Santa Cruz; Ph.D., 1993, University of California, San Diego.

**ELIZABETH DALE (1991)**

*Senior Lecturer in Theatre and Dance*  
B.A., 1977, University of California, Davis; MFA, 1981, University of California, San Diego.

**RONALD L. DANIELSON (1976)**

*Associate Professor of Computer Engineering*  
B.A., 1967, University of Minnesota; M.S., 1968, Northwestern University; Ph.D., 1975, University of Illinois, Urbana-Champaign.

**SANJIV RANJAN DAS (2000)**

*Professor of Finance*  
B.Com, 1982, University of Bombay; AICWA, 1983, Indian Institute of Cost & Works Accountants of India; MBA, 1984, Indian Institute of Management; M.Phil, 1992, New York University; Ph.D., 1994, New York University.

**RUTH E. DAVIS (1979)**

*Professor of Computer Engineering*  
B.S, 1973, Santa Clara University; M.S., 1976, San Jose State University; Ph.D., 1979, University of California, Santa Cruz.

**ANDRÉ L. DELBECQ (1979)**

*Professor of Management*  
B.A., 1958, University of Toledo; MBA, 1961, DBA, 1963, Indiana University.

**BLAKE DE MARIA (2002)**

*Assistant Professor of Art History*  
B.A., 1993, University of California, Los Angeles; M.A., 1997, Ph.D., 2003, Princeton University.

**HENRY G. DEMMERT (1968)**

*Associate Professor of Economics*  
B.A., 1965, Santa Clara University; M.A., 1969, Ph.D., 1972, Stanford University.

**ROBERT KELLY DETWEILER (1982)**

*Professor of Art*  
B.A., 1975, California State University, Hayward; MFA, 1977, University of California, Davis.

**AARON DIAZ (2003)**

*Assistant Professor of Mathematics and Computer Science*  
B.A., 1997, New York University; Ph.D., 2003, Cornell University.

**PERLITA DICOCHEA (2007)**

*Assistant Professor of Ethnic Studies*  
B.A., 1997, Santa Clara University; M.A., 1999, Arizona State University; Ph.D., 2006, University of California, Berkeley.

**DON C. DODSON (1991)**

*Professor of Communication*  
B.A., 1966, Haverford College; M.A., 1967, Stanford University; M.A., 1968, Northwestern University; Ph.D., 1974, University of Wisconsin, Madison.

**XIAOJING DONG (2006)**

*Acting Assistant Professor of Marketing*  
B.S., 1998, Tsinghua University; M.S., 2000, Massachusetts Institute of Technology.

**WILLIAM F. DONNELLY, S.J. (1969)**

*Professor of Economics*  
BSC, 1949, Santa Clara University; M.A., 1957, Gonzaga University; MST, 1964, Santa Clara University; Ph.D., 1969, New York University.

**DIANE E. DREHER (1974)**

*Professor of English*  
B.A., 1968, University of California, Riverside; M.A., 1970, Ph.D., 1973, University of California, Los Angeles.

**DEREK DUARTE (2006)**

*Senior Lecturer in Theatre and Dance*  
B.A., 1978, University of California, Berkeley; MFA., 1980, University of California, Los Angeles.

**MARY JUDITH DUNBAR (1978)**

*Associate Professor of English*  
B.A., 1961, University of Redlands; M.A., 1966, Ph.D., 1976, Stanford University.

**JOHN R. DUNLAP (1977)**

*Senior Lecturer in Classics*  
B.A., 1968, Santa Clara University; M.A., 1975, University of Minnesota.

**MICHAEL J. EAMES (1996)**

*Associate Professor of Accounting*  
B.S., M.S., University of California, Berkeley; MBA, Ph.D., 1995, University of Washington.

**MARILYN J. EDELSTEIN (1987)**

*Associate Professor of English*  
B.A., 1974, Goddard College; M.A., 1978, University of Chicago; Ph.D., 1984, State University of New York, Buffalo.

**JANICE S. EDGERLY-ROOKS (1988)**

*Professor of Biology*  
B.A., 1977, State University of New York, Cortland; M.S., 1980, State University of New York, Syracuse; Ph.D., 1986, Cornell University.

**WILLIAM R. EISINGER (1972)**

*Professor of Biology*  
B.A., 1965, Hiram College; M.S., 1967, Purdue University; Ph.D., 1971, University of Miami.

**LAURA L. ELLINGSON (2001)**

*Associate Professor of Communication*  
B.A., 1991, University of Vermont; M.A., 1992, University of New Hampshire; M.A., 1997, Northern Illinois University; Ph.D., 2001, University of South Florida.

**EILEEN RAZZARI ELROD (1992)**

*Associate Professor of English*  
B.A., 1980, California State University, Chico; M.A., 1986, Ph.D., 1991, University of California, Davis.

**JERALD R. ENOS (1988)**

*Associate Professor of Theatre and Dance*  
B.A., 1979, California State University, Hayward; MFA, 1984, University of California, Los Angeles.

**CAROLYN EVANS (2006)**

*Associate Professor of Economics*  
A.B., 1990, Harvard University; M.Sc., 1991, London School of Economics; Ph.D., 1999, Harvard University.

**DRAZEN FABRIS (2000)**

*Associate Professor of Mechanical Engineering*  
B.S., 1990, California Institute of Technology; M.S., 1993, Ph.D., 1996, University of California, Berkeley.

**FRANK A. FARRIS (1984)**

*Associate Professor of Mathematics*  
B.A., 1977, Pomona College; Ph.D., 1981, Massachusetts Institute of Technology.

**STEVEN L. FEDDER (1984)**

*Senior Lecturer in Chemistry*  
B.A., 1972, Colorado College; Ph.D., 1978, Arizona State University.

**CHARLES D. FEINSTEIN (1982)**

*Associate Professor of Operations and Management Information Systems*  
B.S., 1967, Cooper Union; M.S., 1968, M.S., 1978, Ph.D., 1980, Stanford University.

**SUSAN J. FELTER (1983)**

*Associate Professor of Art*  
B.A., 1966, University of California, Berkeley; MFA, 1971, University of California, Los Angeles.

**MARILYN FERNANDEZ (1992)**

*Professor of Sociology*  
B.A., 1973, St. Teresa's College, Cochin, India; M.A., 1975, Loyola College of Social Sciences, Madras, India; Ph.D., 1982, Loyola University, Chicago.

**ALEXANDER J. FIELD (1982)**

*Professor of Economics*  
B.A., 1970, Harvard University; M.Sc., Economics, 1971, London School of Economics; Ph.D., 1974, University of California, Berkeley.

**SILVIA M. B. FIGUEIRA (1998)**

*Associate Professor of Computer Engineering*  
B.S., 1988, M.S., 1991, Federal University of Rio de Janeiro; Ph.D., 1996, University of California, San Diego.

**PAUL J. FITZGERALD, S.J. (1997)**

*Associate Professor of Religious Studies*  
B.A., 1980, Santa Clara University; Ph.B., 1986, Hochschule für Philosophie, Munich; M.Div., 1991, STL, 1993, Weston School of Theology; Ph.D., 1997, Université de Paris IV; STD, 1999, Institut Catholique de Paris.

**JANET A. FLAMMANG (1978)**

*Professor of Political Science*  
B.A., 1970, M.A., 1973, Ph.D., 1980, University of California, Los Angeles.

**KAREN F. A. FOX (1980)**

*Associate Professor of Marketing*  
B.A., 1964, Stanford University; MAT, 1966, Harvard University; MBA, 1980, Northwestern University; Ph.D., 1973, Stanford University.

**BARBARA MEANS FRASER (1993)**

*Associate Professor of Theatre and Dance*  
B.A., 1975, Yankton College; M.A., 1978, Miami University; Ph.D., 1982, University of Oregon.

**SUSAN S. FRISBIE (1982)**

*Senior Lecturer in English*  
B.A., 1968, University of California, Los Angeles; M.A., 1974, San Francisco State University; Ph.D., 1990, University of California, Berkeley.

**DON FRITZ (2007)**

*Assistant Professor of Art and Art History*  
B.A., 1975, BFA, 1976, University of California, Santa Cruz; MFA, 1978, University of California, Davis.

**ANDREW J. GARAVEL, S.J. (2005)**

*Assistant Professor of English*  
A.B., 1980, Fairfield University; A.M., 1985, University of Chicago; M.Div., 1991, University of Toronto; STB, 1991, Regis College; Ph.D., 2003, New York University.

**LINDA GARBER (2001)**

*Associate Professor of English and Women and Gender Studies*  
B.A., 1987, Harvard University; M.A., 1990, Ph.D., 1995, Stanford University.

**ALMA M. GARCIA (1982)**

*Professor of Sociology*  
B.A., 1974, University of Texas, El Paso; M.A., 1978, Ph.D., 1982, Harvard University.

**STEVEN M. GELBER (1969)**

*Professor of History*  
B.S., 1965, Cornell University; M.S., 1967, Ph.D., 1972, University of Wisconsin, Madison.

**MANOOCHEHR GHIASSI (1981)**

*Professor of Operations and Management Information Systems*  
B.S., 1970, University of Tehran; M.S., 1974, Southern Illinois University; M.S., 1979, Ph.D., 1980, University of Illinois, Urbana-Champaign.

**GEORGE F. GIACOMINI JR. (1963)**

*Associate Professor of History*  
B.A., 1956, Santa Clara University; M.A., 1957, University of California, Berkeley.

**CAROL ANN GIANCARLO (1997)**

*Associate Professor of Liberal Studies and Education*  
B.A., 1990, University of California, Davis; M.S., 1991, California State University, Fullerton; M.A., 1993, Ph.D., 1996, University of California, Riverside.

**JOHN C. GILBERT (2006)**

*Professor of Chemistry*  
B.S., 1961, University of Wyoming; M.S., 1962, Ph.D., 1965, Yale University.

**LUCIA ALBINO GILBERT (2006)**

*Professor of Psychology and Counseling Psychology*

B.A., Wells College; M.S., Yale University; Ph.D., 1974, University of Texas, Austin.

**KIRK GLASER (2006)**

*Lecturer in English*

B.A., 1983, Dartmouth College; M.A., 1992, Ph.D., 1993, University of California, Berkeley.

**JORGE E. GONZALEZ (2003)**

*Professor of Mechanical Engineering*

B.S., 1987, M.S., 1989, University of Puerto Rico; Ph.D., 1994, Georgia Institute of Technology.

**JILL M. GOODMAN-GOULD (1988)**

*Senior Lecturer in English*

B.A., 1974, M.A., 1979, Ph.D., 1983, University of Oregon.

**DENNIS R. GORDON (1980)**

*Professor of Political Science*

B.A., 1969, M.A., 1975, San Francisco State University; Ph.D., 1979, University of California, Santa Barbara.

**JAMES L. GRAINGER (1987)**

*Associate Professor of Biology*

B.A., 1973, University of California, Santa Cruz; Ph.D., 1978, University of California, Berkeley.

**DAVID B. GRAY (2005)**

*Assistant Professor of Religious Studies*

B.A., 1993, Wesleyan University; M.A., 1995, M. Phil., 1998, Ph.D., 2001, Columbia University.

**LESLIE GRAY (1999)**

*Associate Professor of Environmental Studies*

B.A., 1984, Georgetown University; M.S., 1992, University of California, Davis; Ph.D., 1997, University of Illinois, Urbana-Champaign.

**WILLIAM S. GREENWALT (1982)**

*Professor of Classics*

B.A., 1975, M.A., 1978, Ph.D., 1985, University of Virginia.

**TERRI GRIFFITH (2001)**

*Professor of Management*

B.A., 1983, University of California, Berkeley; M.S., 1986, Ph.D., 1988, Carnegie Mellon University.

**JAMES L. HALL (1971)**

*Associate Professor of Management*

B.A., 1960, Bates College; MBA, 1961, Rutgers University; Ph.D., 1971, University of Washington.

**RON HANSEN (1996)**

*Professor of English*

B.A., 1970, Creighton University; MFA, 1974, University of Iowa; M.A., 1995, Santa Clara University.

**ERIC O. HANSON (1976)**

*Professor of Political Science*

B.A., 1966, M.A., 1967, Gonzaga University; M.A., 1972, Ph.D., 1976, Stanford University.

**KIRK O. HANSON (2001)**

*University Professor of Organizations and Society*

B.A., 1968, MBA, 1971, Stanford University.

**JOHN C. HAWLEY (1986)**

*Professor of English*

B.A., 1970, M.A., 1971, St. Louis University; M.Div., 1977, STM, 1977, Graduate Theological Union; Ph.D., 1985, University of Pennsylvania.

**ROBIN HAYES (2007)**

*Assistant Professor of Ethnic Studies*

B.A., 1994, New York University; M.A., 2002, Ph.D., 2006, Yale University.

**RONG HE (2003)**

*Assistant Professor of Civil Engineering*

B.E., 1993, M.E., 1996, Chongqing University; Ph.D., 2000, University of Wisconsin.

**TIMOTHY J. HEALY (1966)**

*Professor of Electrical Engineering*

BSEE, 1958, Seattle University; MSEE, 1959, Stanford University; Ph.D., 1966, University of Colorado, Boulder.

**JOHN R. HEATH (1991)**

*Professor of Classics*

B.A., 1977, Pomona College; M.A., 1980, Ph.D., 1982, Stanford University.

**MARY E. HEGLAND (1989)**

*Associate Professor of Anthropology*

B.A., 1966, Augustana College; M.A., 1973, New York University; Ph.D., 1986, State University of New York, Binghamton.

**JOHN M. HEINEKE (1968)**

*Professor of Economics*

B.S., 1962, St. Ambrose College; Ph.D., 1968, University of Iowa.

**JOSEF HELLEBRANDT (1994)**

*Associate Professor of Modern Languages and Literatures*

M.A., 1984, Ludwig-Maximilians-Universität, Munich; M.A., 1987, University of North Carolina, Chapel Hill; Ph.D., 1990, Purdue University.

**ROBERT J. HENDERSHOTT (1993)**

*Associate Professor of Finance*

B.S., 1987, Stanford University; Ph.D., 1993, Ohio State University.

**SAMUEL R. HERNÁNDEZ (1977)**

*Professor of Art*

B.A., 1970, California State University, Hayward; MFA, 1974, University of Wisconsin, Madison.

**TIMOTHY K. HIGHT (1984)**

*Associate Professor of Mechanical Engineering*

B.S., 1972, California Institute of Technology; M.S., 1973, Ph.D., 1977, Stanford University.

**TERESIA HINGA (2005)**

*Associate Professor of Religious Studies*

B.Ed., 1977, Kenyatta University; M.A., 1980, Nairobi University; Ph.D., 1990, University of Lancaster.

**PATRICK E. HOGGARD (1995)**

*Professor of Chemistry*

B.S., 1965, University of California, Berkeley; Ph.D., 1970, Washington State University.

**JoANNE HOLLIDAY (2000)**

*Associate Professor of Computer Engineering*

B.A., 1971, University of California, Berkeley; M.S., 1976, Northeastern University; Ph.D., 2000, University of California, Santa Barbara.

**ÁNGEL ISLAS (2000)**

*Associate Professor of Biology*

B.S., 1985, University of California, Davis; Ph.D., 1993, Stanford University.

**FRANCISCO JIMÉNEZ (1973)**

*Professor of Modern Languages and Literatures*

B.A., 1966, Santa Clara University; M.A., 1969, Ph.D., 1972, Columbia University.

**HOJE JO (1990)**

*Associate Professor of Finance*

B.A., 1977, Seoul National University; MBA, 1982, State University of New York, Buffalo; Ph.D., 1986, University of Florida.

**DIANE E. JONTE-PACE (1988)**

*Professor of Religious Studies*  
B.A., 1973, University of California, Santa Cruz; M.A., 1975, Ph.D., 1984, University of Chicago.

**HEATHER JULIEN (2007)**

*Lecturer in English*  
B.A., 1993, University of California, Santa Cruz.

**TRACEY L. KAHAN (1990)**

*Associate Professor of Psychology*  
B.A., 1973, University of California, Irvine; M.A., 1979, California State University, Long Beach; Ph.D., 1985, State University of New York, Stony Brook.

**PHILIP J. KAIN (1988)**

*Professor of Philosophy*  
B.A., 1966, Saint Mary's College; Ph.D., 1974, University of California, San Diego.

**KIRTHI KALYANAM (1994)**

*Associate Professor of Marketing*  
B.Com., 1984, BCJ, 1985, Osmania University, India; Ph.D., 1993, Purdue University.

**LINDA KAMAS (1988)**

*Associate Professor of Economics*  
B.A., 1973, M.A., 1975, University of California, Los Angeles; Ph.D., 1982, University of California, Berkeley.

**LING-JING KAO (2006)**

*Assistant Professor of Marketing*  
B.A., 1997, Fu-Jen Catholic University, Taipei; M.S., 2001, Texas A&M University; Ph.D., 2006, Ohio State University.

**LISA K. KEALHOFER (1999)**

*Associate Professor of Anthropology and Environmental Studies*  
B.A., 1981, Macalester College; Ph.D., 1991, University of Pennsylvania.

**BARBARA KELLEY**

*Senior Lecturer in Communication*  
B.A., 1970, Santa Clara University; M.A., 1983, Stanford University.

**PHILIP R. KESTEN (1990)**

*Associate Professor of Physics*  
B.S., 1978, Massachusetts Institute of Technology; M.S., 1980, Ph.D., 1985, University of Michigan, Ann Arbor.

**MICHAEL J. KEVANE (1996)**

*Associate Professor of Economics*  
B.S., 1983, Georgetown University; Ph.D., 1993, University of California, Berkeley.

**CHAIHO KIM (1964)**

*Professor of Operations and Management Information Systems*  
B.A., 1958, Ouachita University; M.S., 1959, Ph.D., 1963, Columbia University.

**YONGTAE KIM (2001)**

*Assistant Professor of Accounting*  
B.A., 1992, M.A., 1994, Sogang University; Ph.D., 2001, State University of New York, Buffalo.

**CHRISTOPHER KITTS (2006)**

*Associate Professor of Mechanical Engineering*  
B.S., 1987, Princeton University; M.S., 1992, Stanford University; M.P.A., 1996, University of Colorado; Ph.D., 2006, Stanford University.

**LEONARD F. KLOSINSKI (1964)**

*Associate Professor of Mathematics*  
B.S., 1961, Santa Clara University; M.A., 1963, Oregon State University.

**JAMES L. KOCH (1990)**

*Professor of Management*  
B.A., 1966, San Francisco State University; MBA, 1968, Ph.D., 1972, University of California, Los Angeles.

**SHOBA KRISHNAN (1999)**

*Associate Professor of Electrical Engineering*  
B.TEC, 1987, Jawaharlal Nehru Technological University; M.S., 1990, Ph.D., 1993, Michigan State University.

**CHRISTOPHER B. KULP (1986)**

*Associate Professor of Philosophy*  
B.A., 1974, Lambuth College; M.A., 1979, Memphis State University; Ph.D., 1986, Vanderbilt University.

**KRISTIN KUSANOVICH (2007)**

*Senior Lecturer in Theatre and Dance*  
B.A., 1988, Santa Clara University; MFA., 1990, New York University

**SCOTT LaBARGE (2000)**

*Associate Professor of Classics and Philosophy*  
B.A., 1994, University of Delaware; M.A., 1999, Ph.D., 2000, University of Arizona.

**DOLORES LaGUARDIA (2007)**

*Lecturer in English*  
B.A., 1982, M.A., 1986, San Jose State University.

**JAMES S. LAI (2000)**

*Associate Professor of Political Science and Ethnic Studies*  
B.A., 1990, University of California, Davis; M.A., 1994, University of California, Los Angeles; M.A., 1996, Ph.D., 2000, University of Southern California.

**STEPHEN C. LEE (1990)**

*Associate Professor of Communication*  
B.A., 1981, University of San Francisco; M.A., 1985, Ph.D., 1990, University of Texas, Austin.

**DANIEL W. LEWIS (1975)**

*Associate Professor of Computer Engineering*  
BSEE, 1968, Georgia Institute of Technology; MSEE, 1972, E.E., 1975, Ph.D., 1975, Syracuse University.

**GLORIA ELSA LI (1993)**

*Senior Lecturer in Modern Languages and Literatures*  
B.A., 1966, Universidad Nacional de Trujillo, Peru; M.A., 1968, University of Arizona; Ph.D., 1995, Stanford University.

**QIANG LI (1990)**

*Associate Professor of Computer Engineering*  
B.S., 1982, Xi'an Jiaotong University, China; M.S., 1984, Ph.D., 1989, Florida International University.

**ARTHUR F. LIEBSCHER, S.J. (1986)**

*Associate Professor of History*  
B.A., 1969, Santa Clara University; A.M., 1971, Ph.D., 1975, Indiana University, Bloomington; M.Div., 1984, STM, 1986, Jesuit School of Theology, Berkeley.

**NAM LING (1989)**

*Professor of Computer Engineering*  
B.S., 1981, National University of Singapore; M.S., 1985, Ph.D., 1989, University of Southwestern Louisiana.

**PAUL L. LOCATELLI, S.J. (1974)**

*Professor of Accounting*  
BSC, 1961, Santa Clara University; DBA, 1971, University of Southern California; M.Div., 1974, Jesuit School of Theology, Berkeley.

**FABIO LOPEZ-LAZARO (2003)**

*Assistant Professor of History*  
B.A., 1985, University of Western Ontario; M.A., 1989, Simon Fraser University; Ph.D., 1996, University of Toronto.

**TIMOTHY J. LUKES (1983)***Professor of Political Science*

B.A., 1972, University of California, Berkeley; M.A., 1974, University of California, Davis; Ph.D., 1981, University of Toronto.

**SUZANNE M. LUTTMAN (1991)***Associate Professor of Accounting*

B.S., 1977, MBA, 1979, Indiana University; Ph.D., 1988, University of Illinois, Urbana-Champaign.

**PEDRO MACHADO (2007)***Assistant Professor of History*

B.A., 1993, University of Cape Town; M.A., 1997, University of New Hampshire; Ph.D., 2005, University of London.

**GARY A. MACY (2007)***Professor of Religious Studies*

B.A., M.A., Marquette University; Ph.D., 1978, University of Cambridge.

**TAMMY MADSEN (1999)***Associate Professor of Management*

B.S., 1984, University of California, Santa Barbara; M.S., 1988, University of Southern California; Ph.D., 1997, University of California, Los Angeles.

**CYNTHIA MAHAMDI (2006)***Lecturer in English*

Licence, 1980, Maîtrise, 1981, Université de Paris VIII; M.A., 1983, Hunter College; Ph.D., 2004, University at Albany, State University of New York.

**YAHIA K. MAHAMDI (1999)***Associate Professor of Communication*

Licence, 1978, Maîtrise, 1979, Université de Paris VIII; DEA, 1980, Université de Paris I, Sorbonne; Ph.D., 1992, University of Texas, Austin; MFA, 1998, Columbia University.

**GERDENIO M. MANUEL, S.J. (1985)***Associate Professor of Psychology*

B.A., 1971, University of San Francisco; M.Div., 1978, Jesuit School of Theology, Berkeley; M.A., 1982, Ph.D., 1985, Duke University.

**JO BURR MARGADANT (1983)***Professor of History*

B.A., 1962, Mt. Holyoke College; M.A., 1964, Boston University; M.A., 1973, Ph.D., 1987, University of California, Davis.

**JOANNE MARTIN (2006)***Lecturer in Theatre and Dance*

B.A., 1986, Central School of Art and Design; MFA., 1990, University of Idaho.

**MICHELLE A. MARVIER (1999)***Associate Professor of Biology and Environmental Studies*

B.S., 1990, Santa Clara University; Ph.D., 1996, University of California, Santa Cruz.

**EDWIN P. MAURER (2003)***Assistant Professor of Civil Engineering*

B.S., 1985, University of Rhode Island; M.S., 1989, University of California, Berkeley; Ph.D., 2002, University of Washington.

**KATHLEEN E. MAXWELL (1983)***Associate Professor of Art History*

BFA, 1974, Southern Methodist University; M.A., 1977, Ph.D., 1986, University of Chicago.

**EMILE G. McANANY (1996)***Professor of Communication*

B.A., 1951, Rockhurst College; L.Phil., 1956, M.A., 1958, STL, 1964, St. Louis University; Ph.D., 1971, Stanford University.

**MICHAEL C. McCARTHY, S.J. (2003)***Assistant Professor of Religious Studies and Classics*

B.A., 1987, Santa Clara University; M.A., 1991, Oxford University; M.Div., 1997, Jesuit School of Theology, Berkeley; Ph.D., 2003, University of Notre Dame.

**TERESA McCOLLOUGH (1991)***Associate Professor of Music*

B.M., 1983, Oberlin Conservatory; M.M., 1988, DMA, 1991, University of Rochester.

**SARAH TAMSEN McGINLEY (1991)***Associate Professor of Mathematics*

B.A., 1985, San Diego State University; Ph.D., 1991, University of California, San Diego.

**SHELBY H. McINTYRE (1976)***Professor of Marketing*

B.S., 1965, MBA, 1973, Ph.D., 1976, Stanford University.

**CLAUDIA MON PERE McISAAC (1982)***Senior Lecturer in English*

B.A., 1975, University of California, Berkeley; M.A., 1979, MFA, 1998, San Francisco State University.

**GERALD L. McKEVITT, S.J. (1975)***Professor of History*

B.A., 1961, University of San Francisco; M.A., 1964, University of Southern California; Ph.D., 1972, University of California, Los Angeles; BST, 1975, Pontifical Gregorian University.

**MARGARET R. McLEAN (1998)***Senior Lecturer in Religious Studies*

B.S., 1973, University of San Francisco; M.S., 1977, Ph.D., 1981, Medical College of Wisconsin; M.Div., 1987, Luther Theological Seminary; Ph.D., 1997, Graduate Theological Union, Berkeley.

**BRIAN J. McNELIS (1992)***Associate Professor of Chemistry*

B.A., 1984, Gettysburg College; Ph.D., 1990, Duke University.

**EDWARD F. McQUARRIE (1985)***Professor of Marketing*

B.A., 1976, Evergreen State College; Ph.D., 1985, University of Cincinnati.

**MICHAEL J. MEYER (1987)***Professor of Philosophy*

B.A., 1978, University of Notre Dame; M.A., 1980, Johns Hopkins University; Ph.D., 1987, University of North Carolina, Chapel Hill.

**ROBERT MICHALSKI (2007)***Lecturer in English*

A.B., 1985, Harvard University; Ph.D., 1995, Stanford University.

**LEILANI M. MILLER (1994)***Associate Professor of Biology*

B.S., 1984, Stanford University; Ph.D., 1991, Massachusetts Institute of Technology.

**ROSS A. MILLER (1994)***Associate Professor of Political Science*

B.A., 1987, Concordia College; M.A., 1990, University of New Mexico; Ph.D., 1994, University of California, Irvine.

**PETER I. MINOWITZ (1985)***Associate Professor of Political Science*

B.A., 1976, Middlebury College; M.A., 1985, Ph.D., 1988, Harvard University.

**KRIS JAMES MITCHENER (2001)***Associate Professor of Economics*

B.A., 1991, University of California, Berkeley; Ph.D., 2001, University of California, Berkeley.

**DENNIS J. MOBERG (1975)**

*Professor of Management*  
B.S., 1966, University of Wisconsin; MBA, 1968, University of South Dakota; DBA, 1974, University of Southern California.

**BARBARA A. MOLONY (1981)**

*Professor of History*  
B.A., 1971, A.M., 1973, Ph.D., 1982, Harvard University.

**CATHERINE R. MONTFORT (1978)**

*Professor of Modern Languages and Literatures*  
Licence-es-Lettres, 1964, Université d'Aix-Marseille; M.A., 1969, San Jose State University; Ph.D., 1977, Stanford University.

**HELEN E. MORITZ (1977)**

*Associate Professor of Classics*  
B.A., 1966, Rosary College; M.A., 1967, Ph.D., 1976, University of Chicago.

**KATHERINE MORRIS (2006)**

*Assistant Professor of Art and Art History*  
A.B., 1988, Smith College; M.A., 1993, University of New Mexico; Ph.D., 2001, Columbia University.

**SAMIHA MOURAD (1987)**

*Professor of Electrical Engineering*  
B.S., 1960, Ain-Shams University, Egypt; M.S., 1984, Polytechnic University, New York; Ph.D., 1970, North Carolina State University.

**J. MICHAEL MUNSON (1976)**

*Associate Professor of Marketing*  
B.S., 1967, MBA, 1968, University of Utah; Ph.D., 1973, University of Illinois, Urbana-Champaign.

**CATHERINE M. MURPHY (1997)**

*Associate Professor of Religious Studies*  
B.A., 1983, M.A., 1987, Santa Clara University; M.A., 1994, Ph.D., 1999, University of Notre Dame.

**BARBARA A. MURRAY (1978)**

*Associate Professor of Theatre and Dance*  
B.A., 1973, Santa Clara University; MFA, 1976, Southern Methodist University.

**STEVEN NAHMIAS (1979)**

*Professor of Operations and Management Information Systems*  
B.A., 1968, Queens College; B.S., 1968, Columbia University; M.S., 1971, Ph.D., 1972, Northwestern University.

**LAWRENCE C. NATHAN (1970)**

*Professor of Chemistry*  
B.A., 1966, Linfield College; Ph.D., 1971, University of Utah.

**LAWRENCE J. NELSON (1996)**

*Senior Lecturer in Philosophy*  
A.B., 1974, Ph.D., 1978, St. Louis University; J.D., 1981, Yale University.

**LAURA NICHOLS (2000)**

*Associate Professor of Sociology*  
B.S., 1990, Santa Clara University; M.A., 1995, Western Michigan University; Ph.D., 2000, University of Akron.

**ROBERT NUMAN (1976)**

*Professor of Psychology*  
B.S., 1968, Brooklyn College; Ph.D., 1972, University of Tennessee, Knoxville.

**TOKUNBO OGUNFUNMI (1990)**

*Associate Professor of Electrical Engineering*  
B.S., 1980, University of Ife, Nigeria; M.S., 1984, Ph.D., 1990, Stanford University.

**TIMOTHY J. O'KEEFE (1965)**

*Professor of History*  
B.A., 1961, St. Mary's College, California; M.A., 1963, Ph.D., 1968, University of Notre Dame.

**RICHARD H. OSBERG (1982)**

*Professor of English*  
B.A., 1969, Dartmouth College; M.A., 1970, Ph.D., 1974, Claremont Graduate School.

**DANIEL N. OSTROV (1995)**

*Associate Professor of Mathematics*  
B.S., 1990, University of Wisconsin, Madison; M.S., 1992, Ph.D., 1994, Brown University.

**JANE A. OU (1984)**

*Associate Professor of Accounting*  
B.A., 1974, National Taiwan University; MBA, 1977, University of California, Los Angeles; Ph.D., 1984, University of California, Berkeley.

**DAVID R. PALMER (1980)**

*Senior Lecturer in Management*  
B.A., 1953, Williams College; MBA, 1960, Harvard University; Ph.D., 1983, University of California, Berkeley.

**HAOQUING (CARRIE) PAN (2007)**

*Acting Assistant Professor of Finance*  
B.S., 1992, Zhejiang University; MBA, 2002, Santa Clara University.

**ANDREA PAPPAS (1997)**

*Assistant Professor of Art History*  
B.A., 1982, University of California, Berkeley; M.A., 1990, Ph.D., 1997, University of Southern California.

**MANOJ PARAMESWARAN (2003)**

*Assistant Professor of Operations and Management Information Systems*  
B.T., 1990, College of Engineering, Trivandrum, India; M.T., 1994, Indian Institute of Science; Ph.D., 1999, University of Texas.

**ROBERT J. PARDEN (1954)**

*Professor of Engineering Management*  
BSME, 1947, M.S., 1951, Ph.D., 1953, State University of Iowa.

**WILLIAM A. PARENT (1970)**

*Associate Professor of Philosophy*  
B.A., 1966, Bowdoin College; M.A., 1968, Ph.D., 1970, Brown University.

**SUSAN PARKER (1998)**

*Associate Professor of Accounting*  
B.A., 1992, Sonoma State University; Ph.D., 1997, University of Oregon.

**DENNIS R. PARNELL, S.J. (1993)**

*Professor of Biology*  
B.A., 1961, Whittier College; M.A., 1963, Ph.D., 1965, University of California, Los Angeles; Ph.L., 1990, St. Michael's Institute, Gonzaga University; M.Div., 1993, Jesuit School of Theology, Berkeley.

**FREDERICK J. PARRELLA (1977)**

*Professor of Religious Studies*  
B.A., 1964, Fordham College; M.A., 1966, Ph.D., 1974, Fordham University.

**JEAN J. PEDERSEN (1972)**

*Professor of Mathematics*  
B.S., 1955, Brigham Young University; M.S., 1958, University of Utah.

**JILL L. PELLETTIERI (2005)**

*Associate Professor of Modern Languages*  
B.A., 1988, M.A., 1990, Ph.D., 1999, University of California, Davis.

**TERRI L. PERETTI (1988)**

*Associate Professor of Political Science*  
B.S., 1979, University of Kansas; M.A., 1981, Ph.D., 1990, University of California, Berkeley.

**CHARLES T. PHIPPS, S.J. (1965)**

*Associate Professor of English*  
B.A., 1952, Ph.L., 1953, Gonzaga University; MST, 1960, Santa Clara University; Ph.D., 1965, University of North Carolina, Chapel Hill.

**DAVID PINAULT (1997)**

*Associate Professor of Religious Studies*  
B.A., 1977, Georgetown University; M.A., 1981, Ph.D., 1986, University of Pennsylvania.

**ANA MARIA PINEDA, R.S.M. (1997)**

*Associate Professor of Religious Studies*  
M.A., 1987, Catholic Theological Union; STD, 1992, Universidad Pontificia de Salamanca, Spain.

**THOMAS G. PLANTE (1994)**

*Professor of Psychology*  
B.S., 1982, Brown University; M.A., 1983, Ph.D., 1987, University of Kansas.

**JOHN DAVID PLEINS (1987)**

*Professor of Religious Studies*  
B.A., 1980, M.A., 1983, Ph.D., 1986, University of Michigan, Ann Arbor.

**LAURIE POE (2005)**

*Senior Lecturer in Mathematics and Computer Science*  
B.A., 1988, University of California, Santa Barbara; M.S., 1994, San Jose State University.

**DAVID J. POPALISKY (1988)**

*Assistant Professor of Theatre and Dance*  
B.A., 1977, Stanford University; M.A., 1993, San Jose State University; MFA, 2002, Mills College.

**HELEN A. POPPER (1991)**

*Associate Professor of Economics*  
B.A., 1981, University of California, Davis; M.A., 1985, Ph.D., 1990, University of California, Berkeley.

**BARRY Z. POSNER (1976)**

*Professor of Management*  
B.A., 1970, University of California, Santa Barbara; M.A., 1972, Ohio State University; Ph.D., 1976, University of Massachusetts, Amherst.

**CHARLES H. POWERS (1986)**

*Professor of Sociology*  
B.A., 1972, M.A., 1974, University of Illinois, Urbana-Champaign; Ph.D., 1981, University of California, Riverside.

**MYISHA PRIEST (2007)**

*Assistant Professor of English*  
B.A., 1993, University of California, Berkeley; M.A., 1994, Cornell University; Ph.D., 2003, University of California, Berkeley.

**WILLIAM J. PRIOR (1986)**

*Professor of Philosophy*  
B.A., 1968, Michigan State University; Ph.D., 1975, University of Texas, Austin.

**ROSEANNE GIANNINI QUINN (2006)**

*Lecturer in English*  
B.A., 1984, University of California, Davis; M.A., 1986, University of Sussex, England; Ph.D., 1998, University of Iowa.

**ELIZABETH S. RADCLIFFE (1989)**

*Professor of Philosophy*  
B.A., 1977, Fort Hays State University; M.A., 1980, Ph.D., 1985, Cornell University.

**M. MAHMUDUR RAHMAN (1985)**

*Associate Professor of Electrical Engineering*  
BSEE, 1969, University of Engineering and Technology, Dhaka, Bangladesh; M.Eng., 1981, Dr. Eng., 1984, Tokyo Institute of Technology.

**GUY RAMON (2007)**

*Assistant Professor of Physics*  
B.A., 1991, M.Sc., 1998, Ph.D., 2002, Israel Institute of Technology.

**AMY RANDALL (2004)**

*Assistant Professor of History*  
B.A., 1989, Wesleyan University; M.A., 1994, Ph.D., 2000, Princeton University.

**CHARLES H. RAPHAEL (1997)**

*Associate Professor of Communication*  
B.A., 1989, Harvard University; M.A., Ph.D., 1997, Northwestern University.

**MARK RAVIZZA, S.J. (2000)**

*Associate Professor of Philosophy*  
B.A., 1982, B.S., 1982, Stanford University; Ph.D., 1992, Yale University; M.Div., 1999, Jesuit School of Theology at Berkeley.

**JAMES W. REITES, S.J. (1975)**

*Associate Professor of Religious Studies*  
B.A., 1965, St. Louis University; MST, 1971, Santa Clara University; STL, 1971, Jesuit School of Theology, Berkeley; STD, 1977, Pontifical Gregorian University, Rome.

**SU BOM RHEE (2001)**

*Assistant Professor of Marketing*  
B.A., 1986, Sogang University; MBA, 1993, Ph.D., 2002, University of Iowa.

**DONALD R. RICCOMINI (2006)**

*Lecturer in English*  
B.A., 1973, M.A., 1975, San Jose State University; Ph.D., 1979, University of Wisconsin, Madison.

**PHILIP BOO RILEY (1978)**

*Associate Professor of Religious Studies*  
B.A., 1973, Regis College; M.A., 1975, Ph.D., 1980, McMaster University.

**TONIA CATERINA RIVIELLO (1984)**

*Associate Professor of Modern Languages and Literatures*  
B.A., 1973, Hunter College; M.A., 1974, University of Wisconsin; Laurea in Lingue e Letterature Straniere Moderne, 1979, University of Rome "La Sapienza," Ph.D., 1984, University of Wisconsin, Madison.

**PETER ROSS (1982)**

*Senior Lecturer in Mathematics*  
B.S., 1961, Massachusetts Institute of Technology; M.A., 1963, Ph.D., 1980, University of California, Berkeley.

**THOMAS R. RUSSELL (1978)**

*Associate Professor of Economics*  
LLB, 1965, University of Glasgow; M.A., 1970, University of California, Berkeley; Ph.D., 1973, Cambridge University.

**THEODORE J. RYNES, S.J. (1970)**

*Assistant Professor of English*  
B.A., 1955, Ph.L., 1956, M.A., 1957, STL, 1964, St. Louis University; Ph.D., 1973, University of California, Berkeley.

**ATULYA SARIN (1992)**

*Professor of Finance*  
B.S., 1982, Delhi College of Engineering; MBA, 1988, Ph.D., 1992, Virginia Polytechnic Institute.

**EDWARD F. SCHAEFER (1992)**

*Professor of Mathematics*  
B.S., 1984, University of California, Davis; Ph.D., 1992, University of California, Berkeley.

**ANKE SCHULZ (2007)**

*Assistant Professor of Sociology*  
B.A., 1989, Vanderbilt University; MPA, 1992, New York University; M.A., 2005, Columbia University; Ph.D., 2005, University of California, San Francisco.

**THOMAS E. J. SCHWARZ, S.J. (2002)***Associate Professor of Computer Engineering*

Dr. rer. nat., 1984, FernUniversität Hagen; M.S., 1990, Ph.D., 1994, University of California, San Diego; M.Div., 2000, Jesuit School of Theology, Berkeley.

**RICHARD A. SCOTT (1997)***Associate Professor of Mathematics*

B.S., 1988, Santa Clara University; Ph.D., 1993, Massachusetts Institute of Technology.

**MARK SEASHOLES (2007)***Assistant Professor of Finance*

B.A., 1990, Wesleyan University; Ph.D., 2000, Harvard University.

**ROBERT M. SENKEWICZ (1976)***Professor of History*

B.A., 1969, Fordham University; M.A., 1970, Ph.D., 1974, Stanford University.

**JAMES F. SEPE (1979)***Associate Professor of Accounting*

B.S., 1969, Santa Clara University; MBA, 1971, University of California, Berkeley; Ph.D., 1980, University of Washington.

**REYNAUD L. SERRETTE (1991)***Associate Professor of Civil Engineering*

B.Sc., 1987, M.Sc., 1988, University of Manitoba; Ph.D., 1992, Cornell University.

**AMY M. SHACHTER (1990)***Associate Professor of Chemistry*

B.A., 1985, Knox College; Ph.D., 1989, University of Colorado, Boulder.

**WEIJIA SHANG (1994)***Associate Professor of Computer Engineering*

B.S., 1982, Changsha Institute of Technology, China; M.S., 1984, Ph.D., 1990, Purdue University.

**HERSH M. SHEFRIN (1978)***Professor of Finance*

B.S., 1970, University of Manitoba; M.M., 1971, University of Waterloo; Ph.D., 1974, London School of Economics.

**DONGSOO SHIN (2002)***Assistant Professor of Economics*

B.S., 1993, Yonsei University; MBA, 1997, University of San Francisco; Ph.D., 2001, University of Washington.

**TERRY E. SHOUP (1989)***Professor of Mechanical Engineering*

BME, 1966, M.S., 1967, Ph.D., 1969, Ohio State University.

**NEDRA G. SHUNK (1994)***Senior Lecturer in Mathematics and Liberal Studies*

B.S., 1975, M.S., 1979, Purdue University.

**DRAGOSLAV D. SILJAK (1964)***Professor of Electrical Engineering*

BSEE, 1958, MSEE, 1961, Dr.Sci, 1963, University of Belgrade.

**PATRICIA M. SIMONE (1993)***Associate Professor of Psychology*

B.A., 1988, M.A. 1990, Ph.D., 1993, University of California, San Diego.

**SUKHMANDER SINGH (1986)***Professor of Civil Engineering*

B.S., 1964, Panjabi University; M.S., 1966, Indian Institute of Technology, Delhi; Ph.D., 1979, University of California, Berkeley.

**DAVID E. SKINNER (1970)***Professor of History*

B.A., 1957, Whittier College; M.A., 1964, Ph.D., 1971, University of California, Berkeley.

**RUSSELL K. SKOWRONEK (1991)***Associate Professor of Anthropology*

B.A., 1979, University of Illinois, Urbana-Champaign; M.A., 1982, 1983, Florida State University; M.A., 1985, Ph.D., 1989, Michigan State University.

**FRANCIS R. SMITH, S.J. (1974)***Associate Professor of Religious Studies*

B.S., 1956, Santa Clara University; M.A., 1966, Gonzaga University; STM, 1972, Jesuit School of Theology, Berkeley; STD, 1976, Pontifical Gregorian University.

**STEPHEN A. SMITH (1982)***Professor of Operations and Management Information Systems*

B.S., 1965, University of Cincinnati; M.S., 1968, Stevens Institute of Technology; Ph.D., 1972, Stanford University.

**DENNIS C. SMOLARSKI, S.J. (1982)***Professor of Mathematics and Computer Science*

B.S., 1969, Santa Clara University; M.A., 1975, University of California, Santa Barbara; M.Div., 1979, STM, 1979, Jesuit School of Theology, Berkeley; Ph.D., 1982, University of Illinois, Urbana-Champaign.

**BRETT SOLOMON (2005)***Assistant Professor of Liberal Studies and Psychology*

B.A., 1993, University of California, Berkeley; Ed.M., 1994, Harvard University; M.A., 2000, Ph.D., 2002, University of California, Los Angeles.

**PAUL A. SOUKUP, S.J. (1985)***Professor of Communication*

B.A., 1973, St. Louis University; M.Div., 1978, STM, 1980, Jesuit School of Theology, Berkeley; Ph.D., 1985, University of Texas, Austin.

**STERLING ANDREW STARBIRD (1987)***Professor of Operations and Management Information Systems*

B.S., 1982, University of California, Davis; MBA, 1984, Santa Clara University; Ph.D., 1987, Cornell University.

**MEIR STATMAN (1979)***Professor of Finance*

B.A., 1969, MBA, 1970, Hebrew University; Ph.D., 1978, Columbia University.

**CRAIG M. STEPHENS (1996)***Associate Professor of Biology*

B.S., 1985, Roanoke College; Ph.D., 1991, University of Virginia.

**IRIS STEWART-FREY (2006)***Assistant Professor of Environmental Studies*

B.S., 1994, University of Hawaii; Ph.D., 2001, Stanford University.

**WILLIAM J. STOVER (1975)***Professor of Political Science*

B.A., 1966, Nyack College; M.A., 1968, American University; M.A., 1972, Ph.D., 1974, State University of New York, Buffalo.

**RAM SUBRAMANIAM (2003)***Assistant Professor of Chemistry*

B.E., 1992, M.Sc., 1992, Birla Institute of Technology and Science; Ph.D., 1997, University of Kentucky.



**STEVEN SULJAK (2004)**

*Assistant Professor of Chemistry*  
B.S., 1995, Harvey Mudd College;  
Ph.D., 2000, Pennsylvania State  
University.

**GERALD P. SULLIVAN, S.J. (1971)**

*Senior Lecturer in Art*  
B.A., 1955, Gonzaga University; STL,  
STM, 1963, Santa Clara University.

**KIERAN T. SULLIVAN (1997)**

*Associate Professor of Psychology*  
B.A., 1990, Loyola Marymount  
University; M.A., 1992, Ph.D., 1997,  
University of California, Los Angeles.

**WILLIAM A. SUNDSTROM (1987)**

*Professor of Economics*  
B.A., 1980, University of  
Massachusetts, Amherst; Ph.D., 1986,  
Stanford University.

**SUNWOLF (1998)**

*Associate Professor of Communication*  
B.A., 1971, California State University,  
Fresno; J.D., 1976, University of  
Denver; M.A., 1997, Ph.D., 1998,  
University of California, Santa Barbara.

**DAVID SWORD (1994)**

*Senior Lecturer in Theatre and Dance*  
B.S., 1985, University of California,  
Irvine; MFA, 1990, Yale University;  
Ph.D., 1977, Stanford University.

**GUDRUN TABBERT-JONES (1980)**

*Associate Professor of Modern Languages  
and Literatures*  
B.A., 1958, Padagogische  
Hochschule/Darmstadt, Germany;  
M.A., 1971, Ph.D., 1977,  
Stanford University.

**NINA TANTI (2007)**

*Lecturer in Modern Languages  
and Literatures*  
B.A., 1982, University of California,  
Santa Barbara; M.A., 1996,  
San Jose State University.

**SALVATORE A. TASSONE, S.J. (1968)**

*Senior Lecturer in Religious Studies*  
B.A., 1956, Gonzaga University; STM,  
1964, Santa Clara University; STD,  
1968, Pontifical Gregorian University.

**DAVID L. TAUCK (1987)**

*Associate Professor of Biology*  
B.A., 1977, Middlebury College;  
Ph.D., 1983, Duke University.

**FREDERICK P. TOLLINI, S.J. (1971)**

*Professor of Theatre and Dance*  
B.A., 1958, M.A., 1959, Gonzaga  
University; Ph.D., 1971,  
Yale University.

**NICHOLAS Q. TRAN (2000)**

*Associate Professor of Mathematics and  
Computer Science*  
B.S., 1987, University of Minnesota;  
Ph.D., 1992, University of California,  
Santa Barbara.

**ANDY A. TSAY (1995)**

*Associate Professor of Operations and  
Management Information Systems*  
B.S., 1989, M.S., 1990, Stanford  
University; Ph.D., 1996, Stanford  
University.

**THOMAS P. TURLEY (1975)**

*Associate Professor of History*  
B.A., 1966, St. Joseph's Seminary  
and College; M.A., 1970, Fordham  
University; Ph.D., 1978,  
Cornell University.

**TYZOOK T. TYEBJEE (1977)**

*Professor of Marketing*  
B.Tech., 1967, Indian Institute of  
Technology; M.S., 1969, Illinois  
Institute of Technology; MBA, 1972,  
Ph.D., 1976, University of California,  
Berkeley.

**NANCY C. UNGER (1997)**

*Associate Professor of History and Women  
and Gender Studies*  
B.A., 1978, Gonzaga University; M.A.,  
1981, Ph.D., 1985, University of  
Southern California.

**TIMOTHY C. URDAN (1996)**

*Professor of Psychology and  
Liberal Studies*  
B.A., 1986, University of California,  
Berkeley; Ed.M., 1988, Harvard  
University; Ph.D., 1994, University of  
Michigan, Ann Arbor.

**NEAL L. USHMAN (1982)**

*Associate Professor of Accounting*  
B.A., 1973, MBA, 1975, M.A., 1981,  
Ph.D., CPA, 1983, Cornell University.

**SHANNON VALLOR (2006)**

*Assistant Professor of Philosophy*  
B.A., 1995, California State University,  
Hayward; Ph.D., 2001, Boston  
College.

**VICTOR B. VARI (1946)**

*Professor of Modern Languages  
and Literatures*  
B.A., 1942, San Francisco State  
College; A.M., 1952, Stanford  
University; Ph.D., 1961,  
University of Madrid.

**LUCIA T. VARONA (1996)**

*Senior Lecturer in Modern Languages  
and Literatures*  
B.S., 1986, Universidad Rafael  
Landivar, Guatemala; M.A., 1980,  
University of Kansas; Ed.D., 1996,  
University of San Francisco.

**JUAN VELASCO (2000)**

*Associate Professor of English and Modern  
Languages and Literatures*  
M.Á., 1986, Ph.D., 1992, Universidad  
Complutense de Madrid, Spain; 1995,  
Ph.D. University of California,  
Los Angeles.

**MANUEL G. VELASQUEZ (1977)**

*Professor of Management*  
B.A., 1966, M.A., 1968, Gonzaga  
University; Ph.D., 1975, University of  
California, Berkeley.

**CORY L. WADE (1981)**

*Senior Lecturer in English*  
B.A., 1971, Stanford University; M.A.,  
1974, Ph.D., 1982, University of  
Washington.

**NANCY WAIT-KROMM (1985)**

*Associate Professor of Music*  
B.M., 1973, M.M., 1975, University of  
Illinois.

**BYRON LEE WALDEN (1997)**

*Associate Professor of Mathematics*  
B.A., 1985, Vanderbilt University;  
M.S., 1990, M.Phil., 1992, Ph.D.,  
1992, Yale University.

**GEORGE D. WESTERMARK (1980)**

*Professor of Anthropology*  
B.A., 1972, University of California,  
Berkeley; M.A., 1975, Ph.D., 1981,  
University of Washington.

**MICHAEL T. WHALEN (1999)**

*Assistant Professor of Communication*  
B.A., 1989, Santa Clara University;  
MFA, 1993, University of California,  
Los Angeles.

**THADDEUS J. WHALEN JR. (1962)**

*Professor of Economics*  
B.S., 1958, Santa Clara University;  
Ph.D., 1964, University of California,  
Berkeley.

**FRED D. WHITE (1980)**

*Associate Professor of English*  
B.A., 1967, M.A., 1974, University of  
Minnesota; Ph.D., 1981, University  
of Iowa.

**JUSTEN WHITTALL (2007)**

*Assistant Professor of Biology*  
B.S., 1996, Santa Clara University;  
M.S., 1999, Oregon State University;  
Ph.D., 2005, University of California,  
Santa Barbara.

**ELEANOR W. WILLEMSSEN (1971)**

*Professor of Psychology*  
B.A., 1960, M.A., 1962, Ph.D., 1965,  
Stanford University.

**MEGAN WILLIAMS (2006)**

*Lecturer in English*  
B.A., 1991, Haverford College; M.A.,  
1994, Ph.D., 2000, Temple University.

**SARAH KATE WILSON (2006)**

*Assistant Professor of Electrical  
Engineering*  
A.B., 1979, Bryn Mawr College; M.S.,  
1987, Ph.D., 1994, Stanford University.

**SALLY L. WOOD (1985)**

*Professor of Electrical Engineering*  
B.S., 1969, Columbia University; M.S.,  
1975, Ph.D., 1978, Stanford  
University.

**JENNIFER WOOLLEY (2007)**

*Acting Assistant Professor  
of Management*  
B.A., 1997, Wellesley College;  
MBA, 2000, University  
of San Diego.

**TENNANT C. WRIGHT, S.J.  
(1968)**

*Senior Lecturer in Religious Studies*  
B.A., 1950, Loyola University,  
Los Angeles; M.A., 1956, Gonzaga  
University; STL, 1963, Alma College.

**WENDELIN WRIGHT (2006)**

*Assistant Professor of Mechanical  
Engineering*  
B.S., 1998, M.S., 1999, Ph.D., 2003,  
Stanford University.

**CARY Y. YANG (1983)**

*Professor of Electrical Engineering*  
BSEE, 1970, MSEE, 1971, Ph.D.,  
1975, University of Pennsylvania.

**WENDELL ATOM YEE (1983)**

*Professor of Chemistry*  
B.S., 1969, Yale University; Ph.D.,  
1977, University of California,  
Santa Cruz.

**BETTY A. YOUNG (1994)**

*Professor of Physics*  
B.A., 1982, San Francisco State Univer-  
sity; Ph.D., 1991, Stanford University.

**GORDON YOUNG (2006)**

*Lecturer in Communication*  
B.A., 1988, The Catholic University of  
America; M.A., 1990, University of  
Missouri; M.A., 1993, University of  
Nottingham, Nottingham, England.

**MICHAEL ZAMPELLI, S.J. (1998)**

*Associate Professor of Theatre and Dance*  
B.A., 1982, Georgetown University;  
M.A., 1986, Fordham University;  
M.Div., 1992, STM, 1993, Jesuit  
School of Theology, Berkeley; Ph.D.,  
1998, Tufts University.

**HOMA ZARGHAMEE (2007)**

*Acting Assistant Professor of Economics*  
B.A., 2002, M.A., 2006,  
Cornell University.

**ALEKSANDAR ZECEVIC (1994)**

*Professor of Electrical Engineering*  
B.S., 1984, University of Belgrade;  
M.S., 1990, Ph.D., 1993,  
Santa Clara University.

**JEFFREY L. ZORN (1975)**

*Senior Lecturer in English*  
B.A., 1967, Dartmouth College; M.A.,  
1971, Harvard University; Ph.D., 1980,  
Stanford University.

# Index

- A**  
Abbreviations, academic departments  
and programs .....inside back cover  
Academic advising,  
*see* Drahmman Academic Advising and  
Learning Resource Center  
Academic credit evaluation .....340  
Academic disqualification .....339  
Academic integrity .....343  
Academic majors .....330  
Academic minors .....330  
Academic policies and regulations .....329  
Academic credit evaluation .....340  
Academic integrity .....343  
Academic program policies  
and regulations .....331  
Academic standing and  
student classification .....338  
Degree requirements .....329  
Grading policies and regulations ....335  
Non-degree students .....342  
Registration policies  
and regulations .....333  
Student responsibility .....329  
Academic probation .....339  
Academic program, change of .....331  
Academic program policies  
and regulations .....331  
Academic standing .....338  
Accelerated Cooperative  
Education (ACE) program .....235  
Accounting, Department of .....236  
Course descriptions .....236  
Degree requirements .....236  
Faculty .....236  
Accreditations and memberships .....389  
Activities Programming Board .....384  
Administration, University .....394  
Administrative cancellation of  
course enrollment .....334  
Administrative policies  
and regulations .....345  
Clery Act .....345  
Communication by the University  
to undergraduate students .....346  
Consensual relations between  
employees and students .....346  
Drug-free policies .....346  
Medical leave and re-entry policy ...346  
Nondiscrimination policy .....348  
Student conduct code .....348  
Student records and  
release of information .....347  
Admission .....324  
Freshman .....324  
International students .....327  
Transfer students .....325  
Advanced placement credit .....340  
Aerospace Studies .....305  
Alumni .....2, 342  
Ancient Studies,  
*see* Classics  
Anthropology, Department of .....20  
Awards .....372  
Course descriptions .....21  
Degree requirements .....20  
Faculty .....20  
Minor .....21  
Applied Mathematics,  
Department of .....260  
Course descriptions .....260  
Faculty .....260  
Arabic Studies,  
*see* Modern Languages and Literatures  
Art and Art History,  
Department of .....27  
Awards .....372  
Course descriptions .....29  
Degree requirements .....28  
Faculty .....27  
Minors .....28  
Arts and Sciences, College of .....14  
Awards .....372  
Centers, institutes, and  
special programs .....19  
Degrees and degree requirements ....15  
Faculty, *see* individual departments  
Minors .....19

Asian Studies, minor in .....294  
 Associated Students of  
   Santa Clara University .....385  
 Athletics, intercollegiate .....388  
 Attendance .....333  
 Auditing courses .....334, 337  
 Awards .....366  
   Arts and Sciences, College of .....372  
   Business, Levey School of .....379  
   Engineering, School of .....381  
   University .....371

**B**

Bachelor's degrees .....3, 7, 329  
   Arts and Sciences, College of .....14  
   Business, Levey School of .....229  
   Engineering, School of .....257  
   Second degree .....330  
 Billing and student accounts .....363  
 Biology, Department of .....39  
   Course descriptions .....40  
   Degree requirements .....39  
   Faculty .....39  
   Minor .....40  
   Teacher training  
     credential program .....40  
 Biomedical Engineering,  
   minor in .....40, 259, 296  
 Biotechnology, minor in .....40, 297  
 Board of Trustees .....390  
 Board of Regents .....392  
 Business, Levey School of .....229  
   Awards .....379  
   Centers, institutes, and  
     special programs .....235  
   Degrees and degree requirements .....229  
   Faculty, *see* individual departments  
   Minors .....232

**C**

Calendar, academic .....inside front cover  
 Campus map .....433  
 Campus Ministry .....383  
 Campus recreation .....383  
 Career Center .....383  
 Catholic Studies, minor in .....298

Center for Innovation  
   and Entrepreneurship .....235  
 Center for Multicultural Learning .....384  
 Center for Nanostructures .....260  
 Center for Student Leadership .....384  
 Center for Science,  
   Technology, and Society .....4  
 Centers of distinction .....4  
 Center of Performing Arts .....19  
 Challenging courses .....332  
 Chartered student organizations .....385  
 Chemistry, Department of .....48  
   Awards .....372  
   Course descriptions .....51  
   Degree requirements .....49  
   Faculty .....48  
   Minor .....50  
   Teacher training  
     credential program .....50  
 Chinese Studies,  
   *see* Modern Languages and Literatures  
 Civil Engineering, Department of .....261  
   Course descriptions .....263  
   Degree requirements .....261  
   Faculty .....261  
   Laboratories .....262  
 Civil Society Institute .....235  
 Classics, Department of .....54  
   Awards .....373  
   Course descriptions .....56  
   Degree requirements .....54  
   Faculty .....54  
   Minors .....56  
 Classification, student .....338  
 Clery Act .....345  
 College Special Programs, Office of .....19  
 College work study program .....359  
 Combined Sciences, Program in .....62  
   Awards .....373  
   Degree requirements .....62  
   Teacher training  
     credential program .....63  
 Commencement, participation in .....331  
 Communication, Department of .....63  
   Awards .....373  
   Course descriptions .....65  
   Degree requirements .....64  
   Faculty .....63  
   Minor .....64

Communication to  
   undergraduate students .....346  
 Computer Engineering,  
   Department of .....267  
   Combined bachelor of science and  
     master of science program .....269  
   Course descriptions .....271  
   Degree requirements .....267  
   Faculty .....267  
   Laboratories .....270  
   Minor .....269  
 Computer Science,  
   *see* Mathematics and Computer Science  
 Computing services .....385  
 Consensual relations .....346  
 Cooperative Education Program .....259  
 Core Curriculum .....8  
 Counseling and  
   Psychological Services .....386  
 Course enrollment,  
   administrative cancellation of .....334  
 Course numbering and  
   course credits .....331  
 Course requirements and attendance .....333  
 Courses, challenging .....332  
 Courses, repetition of .....332  
 Cowell Student Health Center .....386

**D**

Day care, *see* Kids on Campus  
 Degree programs,  
   *see* individual departments  
 Degree requirements, general .....329  
   *see also* individual departments  
 Delinquent payments .....364  
 Disabilities, students with,  
   *see* Drahhmann Academic Advising and  
     Learning Resource Center  
 Disqualification, academic .....339  
 Domestic public sector  
   study programs .....13  
   Academic credit .....342  
   Financial aid .....361  
   Tuition .....352  
 Double major, *see* Academic majors  
 Drahhmann Academic Advising and  
   Learning Resource Center .....387  
 Drug-free policies .....346

**E**

Economics, Department of .....75, 239  
   Course descriptions .....76, 240  
   Degree requirements .....75, 240  
   Faculty .....75, 239  
   Minor .....75, 240  
 Educational tax credits .....365  
 Electrical Engineering,  
   Department of .....276  
   Combined bachelor of science and  
     master of science program .....278  
   Course descriptions .....280  
   Degree requirements .....277  
   Faculty .....276  
   Laboratories .....279  
   Minor .....278  
 Employment, student .....359  
 Emeriti faculty .....400  
 Endowed chairs .....397  
 Engineering, General .....284  
   Course descriptions .....287  
   Degree requirements .....284  
   Minor .....286  
 Engineering, School of .....257  
   Awards .....381  
   Centers, institutes, and  
     special programs .....259  
   Degrees and degree requirements .....257  
   faculty, *see* individual departments  
   Honor code .....257  
   Minors .....259  
 Engineering Design Center .....260  
 Engineering Physics,  
   *see* Physics  
 English, Department of .....79  
   Awards .....374  
   Course descriptions .....81  
   Degree requirements .....80  
   Faculty .....79  
   Minors .....80  
   Teacher training  
     credential program .....81  
 Enrollment and  
   registration for classes .....333  
 Environmental Studies Program .....91  
   Course descriptions .....94  
   Degree requirements .....92  
   Faculty .....91  
   Minors .....93

- Environmental Studies Institute .....19  
 Ethnic Studies Program .....100  
   Awards .....374  
   Course descriptions .....102  
   Degree requirements .....101  
   Faculty .....100  
   Minor .....101
- F**  
 Faculty, *see also individual*  
   departments .....5, 397  
   Emeriti .....400  
   Endowed chairs .....397  
   List of .....403  
 Family Educational Rights and  
   Privacy Act (FERPA).....346  
 Finance, Department of .....243  
   Course descriptions .....244  
   Degree requirements .....244  
   Faculty .....243  
 Financial aid .....354  
   Cancellation of financial aid .....362  
   Eligibility .....360  
   Grants and scholarships .....354  
   Employment .....359  
   Loans .....359  
   Verification of information .....362  
 Food and Agribusiness Institute .....235  
 French and Francophone Studies,  
   *see Modern Languages and Literatures*
- G**  
 Gerontology, certificate in .....306  
 German Studies,  
   *see Modern Languages and Literatures*  
 Grade, change of .....337  
 Grade point average .....337  
 Grades, student appeal of .....337  
 Grading policies and regulations .....335  
 Grading .....335  
   Audit (AUD).....334, 337  
   Continuing work (N) .....336  
   Incomplete (I).....336  
   No show (NS).....336  
   Pass/no pass (P/NP).....336  
   Withdrawn (W) .....337
- Graduation .....331  
   Honors at .....331  
   Participation in commencement .....331  
   Requirements .....329  
 Grants and scholarships .....354  
   Athletic scholarships .....356  
   California grants .....357  
   Community facilitator grants .....356  
   Federal grants .....357  
   Private scholarships .....359  
   ROTC scholarships .....358  
   SCU academic merit awards .....354  
   SCU legacy grants  
     and scholarships .....355  
   SCU need-based grants  
     and scholarships .....354  
   SCU talent and performance-  
     based awards .....355  
   Tuition remission grants .....356  
 Greek, *see Classics*
- H**  
 Health center,  
   *see Cowell Student Health Center*  
 History, Department of .....105  
   Awards .....375  
   Course descriptions .....106  
   Degree requirements .....105  
   Faculty .....105  
   Minor .....105  
   teacher training  
     credential program .....105  
 Honor societies .....366  
 Honors Program,  
   *see University Honors Program*  
 Housing and residence life .....388
- I**  
 Ignatian Center for Jesuit Education .....4  
 Independent study,  
   *see also individual departments* .....332  
 Individual Studies Program .....118  
 Information Technology and  
   Society, minor in .....299  
 Innovation and Entrepreneurship,  
   Center for .....235  
 Integrity, academic .....343

- Interdisciplinary minors .....294  
 International baccalaureate credit .....341  
 International Business, minor in .....310  
 International Programs .....308  
 International students .....327  
 International Studies, minor in .....308  
 Italian Studies,  
   *see Modern Languages and Literatures*
- J**  
 Japanese Studies,  
   *see Modern Languages and Literatures*
- K**  
 KSCU .....385  
 Kids on Campus .....388
- L**  
 Latin, *see Classics*  
 Leavey Scholars program .....235  
 Leavey School of Business,  
   *see Business, Leavey School of*  
 Liberal Studies Program .....119  
   Awards .....375  
   Course descriptions .....120  
   Degree requirements .....119  
   Faculty .....119  
 Library, University .....6, 386  
 Loans, student .....359
- M**  
 Majors, academic .....330  
   Change of .....330, 331  
   Second .....330  
   Requirements for,  
     *see individual departments*  
 Management, Department of .....245  
   Course descriptions .....246  
   Degree requirements .....246  
   Faculty .....245  
 Map, campus .....432  
 Marketing, Department of .....248  
   Course descriptions .....249  
   Degree requirements .....248  
   Faculty .....248
- Markkula Center for Applied Ethics .....4  
 Mathematics and Computer  
   Science, Department of .....121  
   Awards .....375  
   Course descriptions .....124  
   Degree requirements .....122  
   Faculty .....121  
   Minors .....123  
   teacher training  
     credential program .....124  
 Mechanical Engineering,  
   Department of .....288  
   Combined bachelor of science and  
     master of science program .....289  
   Course descriptions .....290  
   Degree requirements .....288  
   Faculty .....288  
   Laboratories .....289  
 Medical leave and re-entry .....346  
 Medieval and Renaissance  
   Studies, minor in .....300  
 Military Science .....316  
   Awards .....376  
   Course descriptions .....318  
   Faculty .....316  
   ROTC course requirements .....317  
 Minors, academic .....330  
   Requirements for,  
     *see individual departments*  
 Modern Languages and Literatures,  
   Department of .....131  
   Awards .....376  
   Course descriptions .....133  
   Degree requirements .....132  
   Faculty .....131  
   Minors .....132  
   Teacher training  
     credential program .....133  
 Multicultural Learning,  
   Center for .....384, 385  
 Music, Department of .....150  
   Awards .....377  
   Course descriptions .....151  
   Degree requirements .....150  
   Faculty .....150  
   Minor .....151

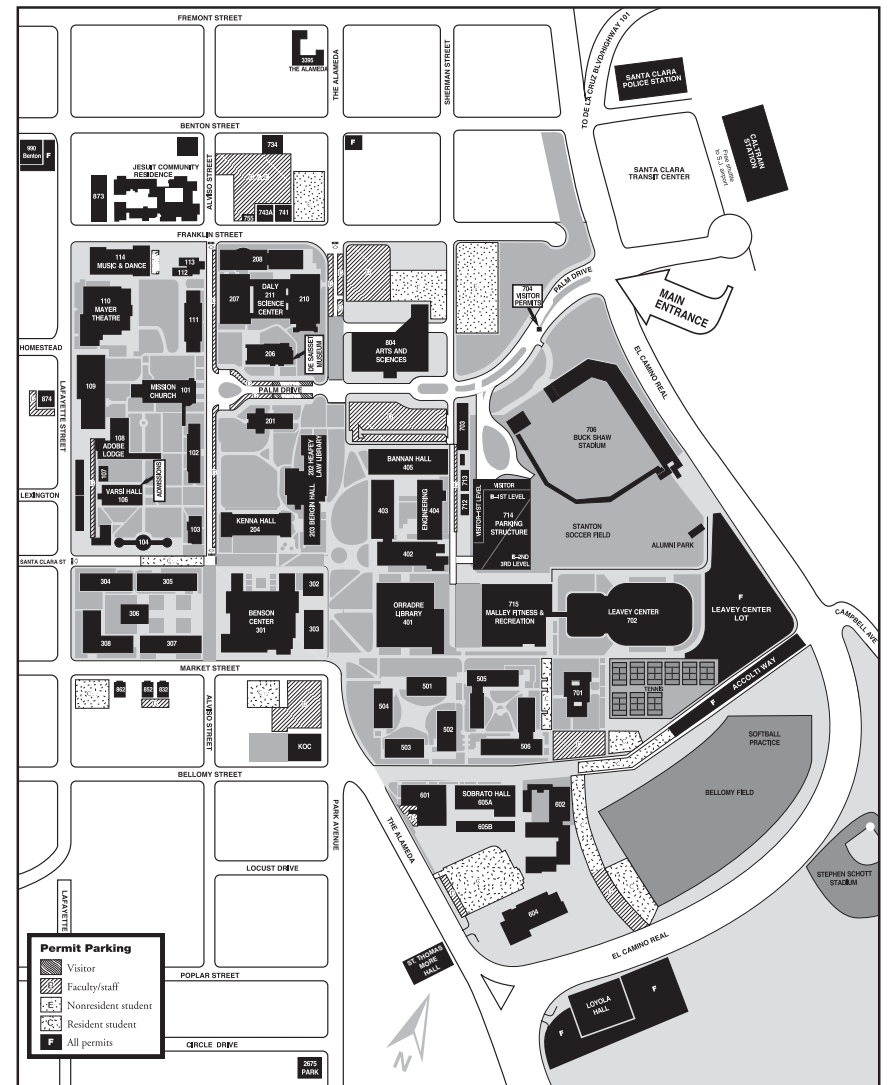
- N**  
 Nanostructures, Center for .....260  
 Non-degree students .....342  
 Nondiscrimination policy .....348
- O**  
 Operations and Management  
   Information Systems .....251  
   Course descriptions .....252  
   Degree requirements .....251  
   Faculty .....251  
   Minor .....252
- P**  
 Payment methods and options .....363  
 Performing Arts, Center of .....19  
 Philosophy, Department of .....158  
   Awards .....378  
   Course descriptions .....159  
   Degree requirements .....159  
   Faculty .....158  
   Minor .....159  
 Physics, Department of .....166  
   Awards .....378  
   Course descriptions .....168  
   Degree requirements .....167  
   Faculty .....166  
   Minor .....167  
   teacher training  
     credential program .....168  
 Political Science, Department of .....172  
   Awards .....378  
   Course descriptions .....181  
   Degree requirements .....173  
   Faculty .....172  
   Minor .....173  
 Pre-Health Sciences .....320  
 Pre-Law .....321  
 Pre-Teaching .....322  
 Probation, academic .....339  
 Psychology, Department of .....181  
   Awards .....378  
   Course descriptions .....182  
   Degree requirements .....181  
   Faculty .....181
- R**  
 Recreation, campus .....383  
*Redwood, The* .....385  
 Re-enrollment at the University .....334  
 Refund payments .....352, 364  
 Regents, Board of .....392  
 Registration policies and regulations ...333  
 Reinstatement to the University .....339  
 Religious Studies, Department of .....188  
   Awards .....378  
   Course descriptions .....189  
   Degree requirements .....188  
   Faculty .....188  
   Graduate program in  
     pastoral ministries .....188  
   Minor .....189  
 Residency requirement .....329  
 Research opportunities,  
   *see* individual departments  
 Residential Learning Communities .....11  
 Responsibility, student .....329  
 Retail Management Institute .....235  
 Retail Studies, minor in .....303  
 Room and board charges .....353  
 ROTC, *see* Military Science
- S**  
 Santa Clara University .....1  
   Accreditations and memberships ....389  
   Fundamental values .....2  
   History .....1  
   Mission .....2  
   Vision .....2  
 Santa Clara Community  
   Action Program (SCCAP)..... 385  
*Santa Clara, The* .....385  
*Santa Clara Review, The* .....385  
 Scholarships,  
   *see* grants and scholarships  
 Science, Technology, and Society,  
   Center for .....4  
 Sociology, Department of .....204  
   Awards .....379  
   Course descriptions .....204  
   Degree requirements .....204  
   Faculty .....204  
   Minors .....204

- Spanish Studies,  
   *see* Modern Languages and Literatures  
 Student accounts and billing .....363  
 Student classification .....338  
 Student Conduct Code .....348  
 Student employment .....359  
 Student Leadership, Center for .....384  
 Student loans .....359  
 Student records, release  
   of information .....346  
 Student responsibility .....329  
   Academic policies and regulations ..329  
   Financial responsibility .....349  
 Study abroad programs .....12, 312  
   Academic credit .....312  
   Eligibility .....312  
   Room and board charges .....353  
   SCU affiliated programs .....314  
   SCU exchange programs .....315  
   SCU Cuba program .....314  
   SCU El Salvador program .....313  
   SCU London program .....314  
   Summer programs .....315  
   Tuition .....352
- T**  
 Teacher training credential programs,  
   *see* Pre-Teaching  
 Theatre and Dance, Department of ...210  
   Awards .....379  
   Course descriptions .....212  
   Degree requirements .....211  
   Faculty .....210  
   Minors .....212  
 Transfer students .....325  
   Admission criteria .....326  
   Recommended courses .....326  
   Transfer credit .....327  
   Units taken at other institutions ....341
- Trustees, Board of .....390  
 Tuition .....349  
   Academic year .....349  
   Domestic study programs .....352  
   Study abroad programs .....352  
   Summer session .....351  
   Refunds .....362, 364  
 Tuition insurance .....365
- U**  
 Unit overload .....334  
 Units taken at other institutions .....341  
 University Honors Program .....306  
 Urban Education, minor in .....304
- V**  
 Veterans and veterans'  
   dependents assistance .....361
- W**  
 Withdrawal from the University .....334  
 Women's and Gender  
   Studies Program .....224  
   Awards .....379  
   Course descriptions .....226  
   Degree requirements .....224  
   Faculty .....224  
   Minor .....225
- Y**  
 Young scholars .....343

**CAMPUS MAP KEY**

Admissions, Undergraduate	106	Human Resources	701
Adobe Lodge	108	Information Technology	403
Alameda Residence	3355 The Alameda	Jesuit Community Residence	Franklin St.
Alameda South	2505 The Alameda	Katharine and George Alexander	
Alumni Science Hall	208	Community Law Center	
Archaeology Research Lab	703	(not shown)	1030 The Alameda
Arrupe Center	605A	Kenna Hall	204
Arts and Sciences, College of	804	Kids on Campus	2705 The Alameda
Athletic and Recreation Offices	702	Law Alumni Center	741 Franklin St.
(Levey Center)		Law Career Services	
Bannan Engineering Building	404	(Loyola Hall)	425 El Camino Real
Bannan Hall	405	Law Review, Computer &	
Bannan Institute	605A	High Technology Law Journal	
Benson Memorial Center	301	(Loyola Hall)	425 El Camino Real
Bergin Hall	203	Law, School of	202, 203
Bookstore	303	Loyola Hall	425 El Camino Real
Buck Shaw Stadium	706	Levey Event Center	702
Business, Levey School of	204	Mailing and Receiving	604
Campisi Residence Hall	505	Markkula Center for Applied Ethics	804
Campus Safety Services	714	Mayer Theatre	110
Casa Italiana Residence Hall	602	McLaughlin Residence Hall	305
Center for Innovation and	832 Market St.	Mechanical Engineering	402
Entrepreneurship		Mission Santa Clara de Asis	101
Center for Science, Technology, and Society		Music and Dance, Recital Hall	114
(Loyola Hall)	425 El Camino Real	Nobili Hall	109
Cesar Chavez Commons	112, 113	O'Connor Hall	111
Chemistry	210	Orradre Library	401
Commons at Kennedy Mall	306	Pat Malley Fitness and Recreation Center	715
Counseling Psychology and Education	405	Parking Structure	714
Cowell Health Center	701	Physics	207
Daly Science Center	207, 210, 211	Project House	743A Franklin
de Saisset Museum	206	Purchasing	604
Development Offices		Restrooms	107
(Loyola Hall)	425 El Camino Real	Ricard Memorial Observatory	104
Donohoe Alumni House	103	Sanfilippo Residence Hall	506
Marketing & Communications		Shapell Lounge	302
Dunne Residence Hall	308	Sobrato Residence Hall	605 A & B
Engineering, School of	404	Soccer	702 Levey Center
Engineering	Trailer No. 1 713	St. Joseph's Hall	102
Engineering	Trailer No. 2 712	St. Thomas More Hall	2455 The Alameda
Executive Development	852 Market St.	Stephen Schott Stadium	443 El Camino Real
Center		Sullivan Engineering Center	402, 404
Facilities	604	Swig Residence Hall	307
Fine Arts Building	601	University Finance Office	990 Benton St.
Graham Residence Center		University Square	873 Franklin St.
Graham 100	501	Varsi Hall	106
Graham 200	502	Villa Apartments	2675 Park Ave.
Graham 300	503	Visitor Permits	704
Graham 400	504	Walsh Administration Building	201
Heafey Law Library	202	Walsh Residence Hall	304

**SANTA CLARA UNIVERSITY**





# Notes