UNDERGRADUATE CATALOG 2003-2004
ACCREDITATION

Soka University of America (SUA) has received institutional Approval from the California Bureau for Private Postsecondary and Vocational Education.

The University is preaccredited by the American Academy for Liberal Education (AALE), located at 1710 Rhode Island Avenue, NW, 4th Floor, Washington DC 20036. The Academy’s phone number is (202) 452-8611.

SUA has applied for Eligibility from the Senior College Commission of the Western Association of Schools and Colleges (WASC). WASC has reviewed the application and determined that SUA is eligible to proceed with an application for candidacy for accreditation. A determination of Eligibility is not a formal status with the Accrediting Commission, nor does it assure eventual accreditation. It is a preliminary finding that the institution is potentially accreditable and can proceed within two years of its eligibility determination to be reviewed for Candidacy status with the Accrediting Commission. Questions about eligibility may be directed to the institution or to WASC at wascsr@wascsenior.org or (510) 748-9001.

PLEASE NOTE

The 2003–2004 Catalog contains the most current information available as of the date of publication (June 2003). The catalog is not intended to be a complete list of all programs and services. The university reserves the right, without prior notice, to make changes in its operations, regulations, curriculum, courses, tuition and fees, and activities as the Board of Trustees, University President, administration, and faculty consider appropriate and in the best interest of Soka University of America, Aliso Viejo.
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Soka University’s academic calendar is composed of blocks and semesters. Blocks are three and a half weeks in length, while semesters run for fourteen weeks. The academic year begins and ends with a block, with fall and spring semesters in between.

**FALL SESSION 2003**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Block begins</td>
<td>August 19</td>
</tr>
<tr>
<td>Fall Block ends</td>
<td>September 11</td>
</tr>
<tr>
<td>Fall Semester begins</td>
<td>September 15</td>
</tr>
<tr>
<td>Thanksgiving holiday</td>
<td>November 27-28</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>December 11</td>
</tr>
<tr>
<td>Study Day</td>
<td>December 12</td>
</tr>
<tr>
<td>Final Examinations begin</td>
<td>December 15</td>
</tr>
<tr>
<td>Final Examinations end</td>
<td>December 19</td>
</tr>
<tr>
<td>Winter holiday</td>
<td>December 20–January 11</td>
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</table>

**SPRING SESSION 2004**

<table>
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<td>January 12</td>
</tr>
<tr>
<td>Martin Luther King, Jr. holiday</td>
<td>January 19</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 15-19</td>
</tr>
<tr>
<td>Instruction ends</td>
<td>April 15</td>
</tr>
<tr>
<td>Study Day</td>
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</tr>
<tr>
<td>Final Examinations begin</td>
<td>April 19</td>
</tr>
<tr>
<td>Final Examinations end</td>
<td>April 23</td>
</tr>
<tr>
<td>Spring Block begins</td>
<td>April 26</td>
</tr>
<tr>
<td>Spring Block ends</td>
<td>May 19</td>
</tr>
</tbody>
</table>
Greetings and welcome to the Aliso Viejo campus of Soka University of America!

As you may know, SUA was founded in 1987 in Calabasas, California, and the Aliso Viejo campus was dedicated on May 3, 2001. At the inception of SUA, the university founder, Daisaku Ikeda, envisioned that from this institution would emerge global-minded individuals to shoulder the future of humanity and the world. Mr. Ikeda proposed four guiding principles for us to realize that dream. They are to foster leaders of culture in the community, to foster leaders of humanism in society, to foster leaders of pacifism in the world, and to foster leaders for the creative coexistence of nature and humanity.

As these principles suggest, SUA is a university where learning is pursued through developing a close and humanistic relationship between the teacher and the student, with teachers committed to personally guiding students to develop their highest potential. The dialogue between teacher and student in education is a key element in cultivating the type of wisdom and intellect that fosters many capable global citizens.

In further implementing these guiding principles, this academic year 2003-04, we launch our study abroad program giving our juniors a unique cultural and academic experience that will become vital as they broaden their horizons.

Daniel Y. Habuki, Ph.D.
President
Soka education has its origins in the work of Tsunesaburo Makiguchi, a Japanese educator and Buddhist leader. Founding a small society of reform-minded educators in the 1930s, Makiguchi sought to humanize Japanese education by making the student, not the system, the heart and spirit of education. During World War II, Makiguchi was arrested by the Japanese wartime government for his opposition to the war and for his tenacious defense of religious freedom, for which he was prepared to give his life. He stayed true to his beliefs during a long confinement, dying in a military prison in 1944.

After the war, Makiguchi’s disciple, Josei Toda, who was also imprisoned by the wartime authorities, took the small education society founded by this mentor and turned it into the Soka Gakkai, a grassroots Buddhist organization emphasizing self-knowledge and education as means for achieving the happiness of the individual and a world of peace and justice. Toda, too, was an educator, authoring, among other things, a popular textbook on mathematics. He also was a successful businessman. Combining his passion for education with his knowledge of organization, Toda laid the foundation for the rapid development of the Soka Gakkai in the 1950s. The fulfillment of Makiguchi’s and Toda’s vision for a Soka educational system, along with developing the Soka Gakkai into an international organization, was left to his disciple, Daisaku Ikeda, the Founder of Soka University of America. Today, members of the Soka Gakkai International (SGI) work for education, cultural exchange, and peace in 188 countries.

Helping students learn how to create value in their lives, their communities, and the world is a central tenet of the Soka schools founded by Ikeda, the current president of SGI. The Soka schools range from kindergartens in several countries to the 8,800-student Soka University of Japan. At the high school and university level, Soka education has established a tradition of academic excellence and humanistic learning in which the focus is on helping students to create value in their lives as they prepare themselves for positions in society. Soka means “to create value.”

In 1987, Ikeda founded Soka University of America (SUA) as an independent, not-for-profit organization with its first campus in Calabasas, California. SUA, Calabasas, currently offers a graduate program specializing in Second and Foreign Language Education. In 1995, SUA acquired a 103-acre site in Aliso Viejo for a private, non-profit, four-year liberal arts college that opened to its first freshman class in August 2001.

The mission of Soka University of America is summed up in the mottos and principles given to it by its Founder, Daisaku Ikeda.

University Mottos:
• Be philosophers of a renaissance of life.
• Be world citizens in solidarity for peace.
• Be the pioneers of a global civilization.

University Principles:
• Foster leaders of culture in the community.
• Foster leaders of humanism in society.
• Foster leaders of pacifism in the world.
• Foster leaders for the creative co-existence of nature and humanity.
SOKA UNIVERSITY TODAY

Soka University of America, Aliso Viejo (SUA, Aliso Viejo), is a selective, independent, non-profit, co-educational institution of higher learning. SUA opened in the fall of 2001 to its first 120 freshman students. Ultimately, the university plans to serve 1,200 residential undergraduate students. The student-faculty ratio is 9:1, and classes are small, with an average class size for the academic year 2002–2003 of seventeen students and a class-size cap of twenty-four students.

Stressing academic excellence, SUA has established a challenging program in the liberal arts with a focus on the Pacific Rim. Offering students Eastern and Western perspectives across a nonsectarian curriculum, SUA has created an exciting international community of learners, seeking students and faculty from the United States and abroad. Founded on the Buddhist principles of self-knowledge and the sanctity of life, the university places great importance on the development of character, the special relationship of mentor and learner, an understanding and appreciation of the sources of human greatness in its many manifestations, and the centrality of peace, freedom, and human rights to the happiness of the individual and the world.

Soka University of America prepares students for graduate studies, the world of work, careers, and for leading a contributive life in a diverse and global society. SUA is committed to the idea that a demanding curriculum that has the happiness and growth of each student as its central concern is the best way to prepare students to live as global citizens. It also prepares them to demonstrate by speech and deed what it means to create value in their own lives and in society.

SUA is open to students of all beliefs and is committed to diversity, including diversity of opinion, in its academic community. SUA’s educational objectives are fostered at the university through the commitment to a nonsectarian curriculum, rigorous academic endeavors and to free and open dialogue.
ADMISSION TO THE UNIVERSITY

THE APPLICATION PROCESS
The Office of Enrollment Services (OES) strives to ensure the successful mission of Soka University of America, Aliso Viejo. Toward that end, the Office of Admission in OES actively seeks students who embody these qualities and characteristics that indicate “this is a Soka student.” In addition to academic excellence, SUA values students’ commitment, service, active leadership, and the ability to interact well with people.

SUA employs admission processes similar to those at many other institutions and acts through its Admission Committee to review student applications and make selections for each entering class. The Admission Committee evaluates an applicant’s ability to excel in the classroom and to develop as a thoughtful scholar. Therefore, the committee examines secondary school grades, plus any college experience, the rigor of the student’s college preparatory academic program, and the quality of the high school attended. Although successful SUA applicants will have excellent academic records, good grades and strong test scores are not enough by themselves for an applicant to be accepted.

The committee also reviews an applicant’s extracurricular interests, activities, and talents. There is no ideal extracurricular profile for a Soka applicant. However, the committee strongly considers the variety of extracurricular activities in which the applicant has been recognized and, especially, has demonstrated leadership.

The Admission Committee examines an applicant’s performance on either the SAT I or ACT test, required of all applicants. SAT II tests are used for review but are not required as part of the application. SUA does not employ a numerical cut-off below which a student will not be accepted. An applicant’s primary language is considered during review of SAT scores.

The committee carefully reads an applicant’s personal essays. The essays serve as an important indicator of an applicant’s ability to think critically and creatively. An applicant should keep in mind that the essays are also an extremely important avenue for the Admission Committee to discover something personal about the applicant and about his or her reasons for choosing SUA. The essay provides applicants the opportunity to show the committee who they are beyond their recorded grades and test scores.

Finally, applicants must submit recommendations from two faculty members who know them and their work. One recommendation can come from the applicant’s guidance counselor, principal, or headmaster, as appropriate. The recommendation is most helpful when the writer knows the applicant well.

In summary, SUA seeks students who demonstrate the real potential to live the mission of SUA in their lives after graduation.

EARLY ADMISSION
SUA does not have the traditional, formal, or binding early admission program that many private universities employ. SUA does, however, provide an early decision process by which students can receive early notification of acceptance. Most applicants choosing the early decision route are either international students or domestic students with very high academic qualifications. SUA accepts approximately 20-25% of its entering class during the early decision process. Deadline for postmarked submission of the application for early decision is October 15, 2003 for the 2004 entering class. Notification of decisions will be postmarked to students on December 2, 2003.

REGULAR ADMISSION
The regular admission deadline for postmarked submission of the application is January 3, 2004, for the 2004 entering class. Notification of decisions will be postmarked to students on March 15, 2004. Admitted students who wish to enroll at SUA must submit a non-refundable US $400 tuition deposit to guarantee their place. Submitted transcripts should reflect all academic coursework completed before September 2003. Domestic students do not have to wait for first semester senior grades.
TRANSFER STUDENTS
Except for students in SUA’s study abroad program, SUA will not accept transfer credits from other institutions. Because SUA began in 2001 with only a first-year class and will add a new class each subsequent year, it will not have advanced courses available for transfer students until later years.

INTERNATIONAL STUDENTS
SUA’s student body is currently composed of about 50% international students. International applicants complete the international application and are evaluated by the same criteria given above for all students. International applicants for whom English is not the native language are required to pass the TOEFL exam with a score of 550 on the paper-based exam or 213 on the computer-based exam. All instruction at SUA is given in English.

SUA provides verification of student status, I-20 forms, and other documents needed to obtain a student F-1 visa.

Soka University of America assumes no responsibility for the adverse consequences regarding a student’s U.S. immigration status that may result from fulfillment of our Study Abroad requirement. Please review the Internship/Study Abroad Program section of this catalog.

VISITING THE CAMPUS
The University invites all prospective students and all accepted students to visit our Aliso Viejo campus and to speak with our faculty, staff and students. Such visits provide firsthand experience of student life and the ambiance of collegiality on campus. Although visits can be arranged at any time through a phone call prior to arrival on campus, SUA also hosts Student Campus Days on September 20, November 15, and December 13, 2003. Student Campus Days provide opportunities to visit with faculty, students, and admission and university staff.

HOW TO CONTACT US
For more information, please contact the Enrollment Services Office or these individuals directly:

Eric Hauber, Ph.D., Dean of Enrollment Services 949-480-4007 or hauber@soka.edu
Marilyn Gove, Manager of Recruitment 949-480-4131 or mgove@soka.edu
Jimmy King, Admission Coordinator for National Recruitment 949-480-4019 or jking@soka.edu
Margaret Kasahara, Manager of International Admission and Student Immigration Services 949-480-4135 or mkasahara@soka.edu
Susan Smith, Manager of Admission Processing 949-480-4137 or ssmith@soka.edu
Maria Spangenberg, Manager of Financial Aid 949-480-4138 or mspangenberg@soka.edu
Eiko Vogtman, Accounts Receivable/Student Accounts Representative 949-480-4129 or evogtman@sokea.edu
Office of Enrollment Services Soka University of America 1 University Drive Aliso Viejo, CA 92656
888-600-SOKA (toll free) 949-480-4150 voice 949-480-4151 fax email: admission@soka.edu www.soka.edu/av/admission
Meeting the costs of an undergraduate education represents a significant investment for most families. At Soka University of America, however, we are committed to providing a comprehensive, need-based financial aid program that makes it possible for admitted students who meet specific requirements and deadlines to attend Soka University. SUA meets the demonstrated need (determined by U.S. Federal guidelines) of all accepted students through a combination of deferred student loans and scholarships.

Most important, Soka University admits students without regard to their ability to pay. Soka University’s need-blind admission policy means that student financial aid status will not affect his or her possible admission to the university.

**U.S. CITIZENS AND PERMANENT RESIDENT APPLICANTS**

A U.S. citizen or permanent resident who wants to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. Both early and regular applicants for Fall 2004 will be required to complete the FAFSA form for 2004–05 and submit copies of 2003 parental income verification by May 1, 2004. Applicants accepted during the early decision process may request an estimate for financial aid by contacting the Office of Financial Aid. Official award letter notifications will be mailed out after March 15, 2004. The 2004–05 FAFSA forms will be available in January 2004 at most high schools and colleges. You also may download the FAFSA from our website, admission@soka.edu. Please note that the FAFSA should be mailed directly to SUA and not to the federal government. Do not wait for the admission decision before mailing the financial aid application to SUA.

If you are under 24 years of age, please provide a copy of your parental Federal Income Tax Return (1040) for year 2003.

**INTERNATIONAL APPLICANTS**

International applicants applying for financial aid must complete the Foreign Student Financial Aid Application for the appropriate academic year. Both early and regular applicants for Fall 2004 will be required to complete the International Student Financial Aid Application form for 2004–05 and submit copies of 2003 parental income verification by March 1, 2004. Applicants accepted during the early decision process may request an estimate of financial aid by contacting the Office of Financial Aid. Official award letter notifications will be mailed out after March 15, 2004. Do not wait for the admission decision before mailing the financial aid application to SUA.

International students under 24 years of age must provide a copy of parental tax information for year 2003. All income information must be translated into English and all figures converted into U.S. dollars. All documentation must be official. Written and/or typewritten income information will not be accepted.

For additional information or to obtain the above forms, please contact Maria Spangenberg, Manager of Financial Aid, at (949) 480-4138 or financialaid@soka.edu.
TUITION AND FEES

All payments of fees/charges are to be paid in the Accounts Receivable/Student Accounts Office. These payments include:

- Tuition Payment
- Fees & Fines
- Phone/Cable Bills
- Miscellaneous Charges

TUITION AND ROOM AND BOARD COSTS

Tuition at Soka University of America, Aliso Viejo (SUA, AV) for the Fall 2003 school year is $17,510. Room and Board is $8,000.

Tuition & Room and Board will be charged on a per session basis, Fall Session and Spring Session. Tuition for each session is 50% of the annual cost.

HEALTH INSURANCE FEES

All SUA, AV students are required to be covered by a health insurance plan. All international students are required to purchase SUA health insurance.

Students from the United States may elect to provide their own insurance, in which case they must fill out a waiver and show Student Affairs proof of comparable insurance coverage. Students without a waiver must purchase the SUA, AV health insurance plan. If a waiver is submitted at a later date, the student must pay the pro-rated cost of the health plan up until the date the waiver is submitted.

Health insurance fees will be charged on a per session basis, Fall Session and Spring Session, at 50% of the annual cost per session.

PAYMENT PLANNED

Payment plans may have changed following this printing. Please confirm with the Student Accounts Representative.

Tuition, room and board, and health fees will be charged on a per session basis, Fall Session and Spring Session. The cost for each session is 50% of the annual cost.

Students and/or parents have the option of paying the tuition & room and board balance, along with their health insurance fees in full for the session, or in monthly installments.

Fall Session:

Payments: 1st 2nd 3rd 4th 5th

<table>
<thead>
<tr>
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<th>8/5</th>
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<td>10/5</td>
<td>11/5</td>
<td>12/5</td>
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(above dates reference August 2003 to December 2003)

Spring Session:

Payments: 1st 2nd 3rd 4th 5th

<table>
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<th>3/5</th>
<th>4/5</th>
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<tr>
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<td>1/5</td>
<td>2/5</td>
<td>3/5</td>
<td>4/5</td>
<td>5/5</td>
</tr>
</tbody>
</table>

(above dates reference January 2004 to May 2004)

WITHDRAWAL REFUND SCHEDULE

When a student withdraws from the university, full or partial refunds will be made on tuition and room and board according to this refund schedule for each Session.

Session

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
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<td></td>
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<td>90</td>
<td>85</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>50</td>
<td>0</td>
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</table>

FEES & FINES

Generally, students are responsible for paying any of their fees and fines at the time of the service. If fines are assessed to their account for any reason, they must be cleared within thirty days.
Late Payment Fee $20.00
(per month)
Late Registration Fee 60.00
_After first week of classes_
_a further assessment_ 85.00
Returned check fee 20.00
Transcript 3.00
Transcript (Rush) 5.00
Lost ID Card (1st time) 15.00
Lost ID Card (2nd time) 25.00
Lost ID Card (3rd time) 40.00
Replacement Check 20.00

**PAYMENT METHOD**
Payments of fees and fines will be accepted through the following methods:
- Cash
- Personal Check
- Money Order/ Cashier’s Check/Bank Certificate

**RETURNED CHECK POLICY**
In the event that a check is returned to SUA, AV for any reason, a fee of $20.00 will be charged.

**REPLACEMENT CHECK POLICY**
In the event that a check issued by SUA, AV needs to be reissued for any reason, a fee of $20.00 will be charged.

**REFUND POLICY**
A refund request must be submitted in writing to the Accounts Receivable/Student Accounts Office. In the event of overpayments, all checks must be cleared and paid prior to issuing a refund check. Please allow two weeks for the check to be issued. Refund payments are issued to the student unless written authorization is received to the contrary.

**STUDENT ACCOUNT HOLD POLICY**
A hold will be placed on a student’s account in the event that bills are not paid in a timely manner. In addition, any type of hold on a student’s account will prevent the student from receiving a check payment of any kind from SUA. Once a hold is released and a check payment is due to the student, please allow three business days for processing.

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**HOW TO CONTACT US**
For additional information regarding student accounts or payments, please contact the Accounts Receivable/Student Accounts office:

1 University Drive
Aliso Viejo, CA 92656
Direct: (949) 480-4129
Fax: (949) 480-4151
studentaccounts@soka.edu

**STUDENT TUITION RECOVERY FUND**
The Students Tuition Recovery Fund (STRF) was established by the California State Legislature to protect any California resident who attends a private post-secondary institution from losing money if he or she prepaid tuition and suffered a financial loss as a result of the school’s closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible, one must be a California resident and must reside in California at the time the enrollment is signed or when one received lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered California residents.

To qualify for STRF reimbursement, a student must file a STRF application within one year of receiving notice from the Bureau for Private Postsecondary and Vocational Education that the school is closed. If the student does not receive notice from the bureau, he or she has four years from the date of closure to file a STRF application.

It is important that the student keep copies of the enrollment agreement, financial aid papers, receipts, or any other information that documents the money paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite 5000, Sacramento, CA 95814, (916) 445-3428.
ENROLLING AT THE UNIVERSITY

ACADEMIC ADVISING
All students are required to meet with their advisors prior to enrollment in classes. In addition, juniors are required to declare a concentration. Failure to meet these requirements will result in an “advisor hold” on the student’s academic record preventing them from registering for classes.

REGISTRATION
Registration is the procedure whereby a student enrolls for specific classes. Tuition payments or arrangements are required prior to registration. Students must complete both processes to be officially enrolled in classes.

New students register for courses at orientation after having had an introduction to SUA’s curriculum, degree requirements, and registration procedures. Currently enrolled students register for upcoming fall classes in May and for upcoming spring classes in November.

Students should consult the Catalog as they begin to plan their schedule. During the week before registration, students must consult with their advisor, complete their registration form, and secure their advisor’s signature before their enrollment appointment times arrive.

The schedule of classes is made available to all students and describes course offerings for every session. In addition, the Office of the Registrar publishes registration policies and procedures and a calendar of important dates.

Students should plan two or three alternate courses in case their first choice of courses is not available. Size limits are imposed on classes; therefore, classes will be closed to further enrollment immediately upon reaching the specified maximum.

Late Registration
Late registration begins after the registration period for each session. A late fee of $60 will be charged. If registration is not completed before the first week of instruction, an additional fee of $85 will be assessed and students must obtain written approval from the Dean of Faculty to register for courses. Registration after the first week of instruction is not allowed.

SCHEDULE CHANGE
Students are allowed to change their schedule in accordance with the established deadlines for the add/drop period for each block or semester. During a block, the add/drop period ends after the second day of classes. During a semester, the add/drop period ends after the first week of classes.

STUDENT IDENTIFICATION NUMBER
The student ID number is a number assigned to your academic record and is required for any inquiries you make. The ID number is printed on your study list, your official transcript, and all enrollment/grading related documents distributed by the Registrar’s Office. Your ID number is unique and considered confidential.

ENROLLMENT VERIFICATION
Students needing a letter verifying their enrollment at SUA should make their request at the Office of the Registrar. For enrollment verification purposes, the following categories are used for students during the fall and spring sessions:

- 12.0 units or more: Full-time
- 9.0 to 11.0 units: Three-Quarter time
- 6.0 to 8.0 units: Half-time
- 5.0 or less: Less than half-time

Categories are based on the number of units in which the student is enrolled on the date the verification letter is prepared.

TRANSCRIPTS
Official transcripts of courses taken at SUA are issued only with the written permission of the student. Requests for transcripts to show end of current session’s work are held until all grades are recorded.

Students should make their requests at the Office of the Registrar. Regular service requests are generally processed within one working day after receipt of request. The fee for regular service is $3 for the first copy and $1 for each additional copy. A two-hour service is available for pick-up only at $5 per copy. Transcripts will not be issued when a student has outstanding financial obligations to the university. In this case, the student will be notified by the Students Accounts Office.
Transcripts from other institutions that have been presented for admission become part of the student’s permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the appropriate institutions.

**GRADE REPORTS AND NARRATIVE EVALUATIONS**

Grade reports are available after each instructor has submitted course grades. All grades become final once posted and are not given to students making in-person inquiries. In addition to letter grade reports, students may receive narrative evaluations for classes taken at SUA.

Grades are not given out by telephone. Students are advised to contact the instructor for grade information before they are issued.

**CHANGE OF ADDRESS**

Newly matriculated students and current students should notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. The university assumes no responsibility for materials sent through the mail not received.

**How to Contact Us**

Academic records inquiries and change of address or name inquiries should be directed to:

Office of the Registrar  
Gandhi Hall  
1 University Drive  
Aliso Viejo, CA 92656  
Telephone (949) 480-4132 / 4146  
Fax: (949) 480-4263  
E-mail: registrar@soka.edu
Student Affairs recognizes that students learn as much outside the classroom as they do in the classroom. With this awareness in mind, Student Affairs is dedicated to creating a student-centered environment on campus that will provide the best possible living experience and learning opportunity for students. Working effectively with faculty and staff, Student Affairs supports the university’s mission to foster a steady stream of global citizens committed to living a contributive life.

**STUDENT ACTIVITIES**
Students at SUA have the unique opportunity to play active roles in all aspects of university life. Students will find a variety of activities to get involved in, such as student clubs and organizations, participation in the Soka Student Government Association and organizing local community activities. In addition, there will be other leadership-building opportunities provided by Student Affairs where students can interact with each other and with faculty and staff. Through these activities, students will be able to foster friendships as well as learn many important skills, such as teamwork, communication, and leadership.

**RESIDENTIAL LIFE**
SUA is a residential campus. All students are required to live on-campus in the residence halls. With our intimate class size, students have the opportunity to get to know one another well. Residents will come in contact with many different languages and cultures from around the world. Such a living environment encourages students to develop a global perspective and awareness.

The residence halls are designed to stimulate group interactions through providing spaces such as an exercise room, living room and all faith room. Residence Hall Coordinators work closely with students to assist in providing the best living experience.

**ATHLETICS AND RECREATIONAL SPORTS**
Working closely with the Director of Athletics, students participate in creating recreational and athletic programs that enhance their overall wellness. As the student body grows, SUA expects to be a part of an appropriate intercollegiate athletic conference. In the interim, students are able to participate in a strong intramural sports program. Many of these programs are accommodated in our state of the art recreation facilities, which include an
Olympic-size swimming pool; a complete recreation center for basketball, volleyball, racquetball, and exercise and weight training; six tennis courts; a soccer field; and a baseball/softball field.

**STUDENT GOVERNMENT ASSOCIATION**

The Soka Student Government Association (SSGA) is the student body of Soka University. Every student at the university is a member of SSGA. As a governing body, SSGA is composed of voting members.

SSGA provides the student body with activities and a forum to discuss school issues. SSGA is expected to play a leading role with clubs and organizations. The Association also administers research grants awarded to students to assist in individual or team research projects.

**Elected officers**

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Attorney General

The elected officers assist in student elections, manage the budget for student activities, and represent the student body on university committees. Annual elections for SSGA officers are held in the fall. All members of SSGA are invited and encouraged to attend meetings.

**CAREER DEVELOPMENT AND PLACEMENT**

SUA is committed to support students in their career exploration and preparation to succeed after college. It offers help with career planning, job/graduate school search, cover letter and resume writing, interviewing and follow-up, negotiation, on-campus interviews, and various workshops and seminars.

**COUNSELING**

Some students may experience adjustment problems or personal crisis during their four years at SUA. To assist students in coping with various problems, the counselor provides direct personal and group counseling on many important issues, such as establishing and maintaining relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, and handling new academic demands. In addition, international students are able to find that the counselor can also help them in adjusting to life in the U.S.

**STUDENT CENTER**

The Student Center is a hub of student interaction outside the classroom. This center provides relaxation and informal interaction in the dining hall, a game room, outdoor eating plaza and a coffee shop. The bookstore, convenience store, health services, post office, and mailroom also are housed in the center.
STUDENT CONDUCT
SUA is fully committed to the safety and well-being of all community citizens. It is the intention of the University to foster an environment that is void of harassment, violence, and any infringement of rights of privacy and property. The Student Affairs Office serves to assist students who are victims of an incident and students who are accused of an incident. Campus security also works in cooperation with Student Affairs to report violations and conduct investigations.

The Judicial Board, convened by the Dean of Students, is responsible for conducting University judicial proceedings for students when an allegation is made that a member of the University has been victimized as a result of a violation of the Code of Conduct or a campus violation has occurred. The Judicial Board consists of two faculty members, two professional staff members and two students. Judicial Board appointments are for a one-year term.

Students
• Two students elected by peers

Faculty and Staff
• Two professional staff
• Two faculty members
• Members will be appointed by the President

Chairperson
One professional staff or faculty member appointed by the President of the University upon recommendation by the Dean of Students. The chairperson is a non-voting member except in the event of a tie vote. The chairperson would then cast the tie-breaking vote.

The Judicial Board serves as an administrative unit and does not conduct its proceedings as a judicial tribunal nor is it likened to a court of law. The judicial approach is intended to be educational and proceedings are expected to be informal. Students should be aware that they could be held accountable to both civil and criminal authorities as well as to the university in breaking a law that also violates the Code of Conduct.

STUDENT RIGHTS AND RESPONSIBILITIES
Each member of the University shares the responsibility for maintaining conditions conducive to the achievement of the University’s mission.

SUA has established a standard of conduct as a provision to protect the rights of members of the University community. The Code of Conduct and the Judicial Affairs Procedures communicate SUA standards. Copies of these documents can be found in this handbook and in the Office of the Dean of Students.

The Code of Conduct
The Code of Conduct identifies the kinds of disruptive behavior that inhibits the normal functioning of the University and its constituents. The Code of Conduct includes actions to be taken in order to protect the community from such disruption. The Code of Conduct and the Judicial Procedures describe the policies of the institution, which are designed to protect both the University community and any student accused of disruption. Soka expects that its students, inside and outside of the University, conduct themselves in a manner of honor and great integrity and in the spirit of good citizenship, will adhere to the high standards of this institution.

The following misconduct is subject to disciplinary action:

a. Intentional violation of the Campus Alcohol Policy and Drug Policy.
b. Direct and indirect forms of abuse, threats, intentional or reckless endangerment, or causing physical harm to any person or oneself.
c. Sexual harassment as defined in the University Policy on Sexual Harassment.
d. Possession of a weapon on campus.
e. Intentionally initiating or causing to be initiated any false reporting, warning or threat of fire, explosion or other emergency.
f. Disorderly or inappropriate conduct on University property or at official University functions.
g. Forgery, unauthorized use of or alteration of any University document, card system or identification.

h. Intentionally or recklessly interfering with any and all normal University or University-sponsored activities, events and procedures.

i. Unauthorized entry or use of University facilities

j. Intentional violation of the term of any imposed sanction imposed in accordance with the Code.

k. Theft of property; possession of stolen property.

l. Intentionally or recklessly destroying or damaging College property or the property of others.

m. Purposefully failing to comply with the reasonable directions of University officials, including Campus Security officers.

n. Intentional violations of other published University regulations or policies. Such regulations or policies may include the Academic Catalog and the Residential Life Guide, as well as those regulations relating to governing student organizations.

o. Actions violating University policies or inappropriate conduct by a student’s guest.

Victims may bring complaints related to a violation in the Code of Conduct to the Dean of Students and also file criminal or civil complaint with the State of California if they wish. The University encourages victims to report violations of the law to proper authorities on or off campus.

Victim Rights
Victims’ rights will be upheld and strictly protected by the Office of the Dean of Students. A thorough investigation will be made upon receipt of a complaint. The Dean of Students will conduct a respectful, equitable and expeditious review. The Dean will attempt to resolve the complaint informally or convene the Judicial Board and initiate judicial proceedings.

Victim rights include the following:
- Victim/Witness Advocates
- Submit a statement to be considered by the Hearing Board prior to an imposed sanction.

Restriction Directive (restraint)
If the accused is sharing a room in the residence hall or nearby, and poses a threat, arrangements can be made to assign a new room for the victim and depending on the situation, the accused may be asked to move to another room and may be restricted from visiting a particular hall.

Non-Student Victim
A victim can be a non-student and not be affiliated with the University community. A victim could be a guest or visitor. If an incident occurs off-campus, involving a victim who is not a member of the University community, the victim may have the right to file a complaint with the Dean of Students. When the circumstances of an incident and/or the behavior of the accused is considered to have a substantially adverse affect upon the integrity of the University and its community, disciplinary action may take place. Students should be made aware that being found responsible for violations of the Code of Conduct could lead to suspension or expulsion. The University will not tolerate students who act to endanger others, repeat any inappropriate behavior, or interfere with the educational process and operation of the University.

Accused Student Rights
Students who are accused of a violation have rights. A thorough investigation by the Dean of Students will be made upon receipt of a complaint. The Dean will meet all parties involved accused of a violation of the Code of Conduct. The accused individual(s) will then be provided an opportunity to respond to allegations of misconduct. The Dean will conduct a respectful, equitable and expeditious review. The Dean will attempt to resolve the complaint informally or convene the Judicial Board and initiate judicial proceedings.

Accused Student Rights include the following:
- Discuss the incident with the Dean of Students
- Be informed in writing of all charges by specific period of time prior to a hearing
- Not testify or answer questions
• Present witnesses
• A closed hearing

The Judicial Board may determine based on the sensitivity of an incident and/or violation to require a closed hearing barring all members of the University community from attending. An ad hoc committee as determined by the Judicial Board chair may hear sensitive cases.

SANCTIONS
Sanctions served are intended as reminders for students of their accountability for their actions. Sanctions may have an educational component to specifically curtail behavior that is in violation of the Code of Conduct. Sanctions will not generally be imposed unless consideration of all of the circumstances in a particular case, have been made. The guidelines for determining sanctions are based on previous discipline records, the nature of the incident and the details surrounding the incident. A number of issues are considered in assigning a sanction.

One or more of the following sanctions may be imposed for violating the Student Code of Conduct.

• Warnings (verbal and/or written)
• Community Service or Special Assignment
• Fines
• Exclusion
• Suspension *
• Probation *
• Expulsion *

* Directed by the Dean of Students

Other restrictions may be imposed at the discretion of the Dean or the Judicial Board. These would include but are not limited to restitution including monetary or material replacements, fines, or parental notification.

INTERIM SUSPENSION
The Dean of Students may suspend a student from the University for an interim period pending disciplinary or criminal proceedings, or medical evaluation. The interim suspension shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the University poses a substantial and immediate threat to her/himself, to others, or to the stability and continuance of normal University functions.

APPEALS PROCESS
Appeals are made to the President of the University. The right of appeal does not include an appearance before the President. The President's decision will be final.
University Policies
UNIVERSITY POLICIES

PRIVACY OF STUDENT RECORDS

The university maintains records relating to students for various academic purposes in compliance with the Family Educational Rights and Privacy Act of 1974.Annually, Soka University of America informs students of the Act (FERPA), which affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar’s Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar’s Office, the student shall be advised of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. Students should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If SUA decides not to amend the record as requested by the student, the student shall be notified of the decision and advised of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom SUA has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, SUA discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605

At its discretion, SUA may release directory information to parties outside the university in accordance with the provisions of the Family Education Rights and Privacy Act. Directory information is defined as that information that would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at SUA includes the following: student name, campus address, permanent address, local address, e-mail address, telephone number, dates of attendance, degrees and awards received, field of study, dean’s list, photograph, participation in officially recognized activities and sports, height and weight of members of athletic teams, full-time/part-time status, and date of birth.

Students may withhold directory information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should consider all aspects of a directory hold prior to filing such a request. The initial request must be filed during the first two weeks of the fall session. Requests for non-disclosure will be honored by the university for no more than one academic year. Re-authorization to withhold directory information must be filed annually in the Registrar’s Office within the first two weeks of the Fall Session.
NOTICE OF NONDISCRIMINATORY POLICY
SUA does not discriminate on the basis of race, religion, sex, sexual orientation, ethnic origin, national origin, ancestry, marital status, disability, age or citizenship.

CAMPUS ALCOHOL AND DRUG POLICY
SUA places emphasis on the health and well-being of members of the university community. Good health provides the foundation on which citizens build contributive, value-creating lives. Alcohol and drug abuse have become serious health problems that challenge colleges around the globe. Alcohol and drug abuse can lead to conduct that may endanger the safety of individuals and property both on and off campus. It is the firm belief of the university that alcohol is not a necessary ingredient for holding a successful event. As such, the usual standard for university functions is that alcoholic beverages are not served.

There may be occasions, however, where a group sponsoring an event feels it is appropriate for alcohol to be made available. In such instances, the individuals sponsoring the event should follow the policies outlined below for obtaining permission to serve alcohol on university premises. At no time is alcohol allowed in the first-year residence halls. In addition, possession or consumption of alcoholic beverages on the campus of Soka University of America conforms to the laws of California and Orange County.

In summary, these laws prohibit:
- Possession, use or purchase of liquor, beer or wine by persons under 21 years of age (California Alcohol Beverage Control Act, Section 25658).
- Consumption of alcoholic beverages or possession of an open container of alcoholic beverages in a public place (Orange County Code 2-5-35).
- Sale or advertisement of sale of alcoholic beverages without a license (Business and Professions Code 23300).
- Public Drunkenness (California Penal Code 647f).
- Providing liquor, beer or wine to an underage individual (California Alcohol Beverage Control Act, Section 25658).
- Driving while under the influence of alcoholic or controlled substance (Code of State of California Vehicle Code 23152(a) and 23152(b).

Federal law prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. No member of the university community shall possess or distribute an illegal drug as defined by state and federal laws. Such possession, distribution, or use is prohibited in any building or on any property owned or operated by the university. Possession is defined to include any area or property for which the student or employee is responsible.

Because of the considerable health risks involved in drug and alcohol use, resources are available to assist members of the Soka community in dealing with drug and alcohol abuse problems. Individuals interested in using these resources should contact the Student Health Services at (949) 480-4134 or the Student Affairs Office at (949) 480-4130. All requests and services are strictly confidential.

ADMINISTRATIVE PROCEDURES FOR OBTAINING APPROVAL TO SERVE ALCOHOL ON CAMPUS
Alcohol is prohibited on campus unless approval is given by the Office of the Dean of Students. All individuals wishing to sponsor an event on campus where alcohol is served should contact the Office of the Dean.

SMOKING
Smoking is not permitted in any campus building. Smoking is allowed on campus only in clearly identified areas. The campus is surrounded by a wilderness park, which presents a significant fire hazard. Smoking rules are strictly enforced.

THEFT
It is the expectation of the university that all campus citizens respect the property of the university as well as property belonging to other campus citizens.

FIREARMS AND FIREWORKS
The university strictly prohibits the use or possession of firearms and other weapons or implements that may be used for violent purposes, including illegal knives. Such items are not permitted on campus. Fireworks and other explosive materials are
also prohibited. Students are reminded that California laws, Section 12303.2 and 12312 of the Penal Code, establish strict restrictions of these items.

DISABILITIES POLICY
SUA seeks to promote meaningful access to educational opportunities for all students. For information about SUA’s disability policy and disability-related services, contact the Office of the Dean of Students at 480-4130.

NON-HARASSMENT POLICY
The university does not tolerate sexual harassment or harassment based on race, religion, color, gender, national origin or ancestry, marital status, age, sexual orientation, or ability. All such harassment is unlawful.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

a. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.

b. Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.

c. Physical conduct such as assault, unwanted touching or blocking normal movement because of sex, race or any other protected basis; threats and demands to submit to sexual requests and sexual favors.

d. Retaliation for having reported or threatened to report harassment.

A written complaint should be given to the Office of Student Affairs as soon as possible after an incident. Complaints should include details of the incident or incidents, names of the individuals involved and names of any witnesses.

VIOLENCE, ABUSE AND HAZING
Direct and indirect forms of verbal and written abuse, threats, physical harassment, intimidation, or violence against another person or their property, as well as conduct that threatens the health and safety of self (including threats or attempts of suicide), will not be tolerated on the campus. Violations of this policy can result in action by the university and criminal charges.

California Hazing Law states:
Hazing is any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger, physical harm, personal degradation, or disgrace resulting in physical or mental harm, to any student or other person attending any college, university or other educational institution in this state.

Education Code Section 32050
No student or other person in attendance at any private college or other educational institution shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution. The violation of this section is a misdemeanor, punishable by a fine, or imprisonment.

Education Code Section 32051
Hazing of any kind will not be tolerated. If the university determines that harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Those campus citizens responsible for harassment will be referred to the dean of students and face appropriate disciplinary action, up to and including expulsion.

The university encourages all campus citizens to report any incidents of harassment immediately. The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment.

RELIGIOUS LIFE ON CAMPUS POLICY
Soka University seeks to support the spiritual and religious beliefs and practices of all our community members. As a diverse campus community, we seek to promote respect and understanding among all religious groups on campus and to foster an enlightening and informative exchange among them. Also, it is a person’s right to believe in no faith, to be an atheist, and this must be respected, too. SUA promotes open, respectful, and non-judgmental dialogue among groups, especially cautioning campus citizens to monitor carefully their language use with others of different religious beliefs.
UNIVERSITY WIDE STATEMENT OF RIGHTS AND RESPONSIBILITIES

The central functions of an academic community are learning, teaching, research and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others and openness to constructive change. At Soka University of America the rights and responsibilities exercised within the community are compatible with these qualities.

The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. Soka University of America affirms, assures and protects the rights of its members to organize and join political association, convene and conduct public meetings, publicly demonstrate and picket in orderly fashion, and advocate and publicize opinion by print, sign and voice.

The University places special emphasis, as well, upon certain values which are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence and freedom of movement. Interference with any of these freedoms is regarded as a serious violation of the personal rights upon which the community is based. Furthermore, although the administrative process and activities of the University are not ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities is regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of property of the University or its members is also considered an unacceptable violation of the rights of individuals or of the community as a whole.

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers consult with those affected by the decisions. Failures to meet the responsibilities may be profoundly damaging to the life of the University. Therefore, Soka University of America has established orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.
No violation of the rights of members of the University, nor any failure to meet responsibilities, justifies any violation of the rights of members of the University. All members of the community, students and officers alike, are expected to uphold the rights and responsibilities expressed in this statement so that the University is characterized by mutual respect and trust.

Intense personal harassment of such a character as to amount to grave disrespect for the dignity of others is an unacceptable violation of the personal rights on which the University is based.

ACADEMIC HONESTY
Academic honesty is expected of all members of the SUA community. Failure to adhere to standards of honesty will result in sanctions.

The following definitions will help you understand the boundaries of academic dishonesty. The sanctions section, which follows, will help you understand the seriousness of various types of academic dishonesty. These definitions do not represent a complete list of possible infractions; rather, they are intended generally to reveal the range of conduct which violates academic honesty. Presentation of this list is prompted by the belief that education concerning improper conduct will help students avoid such practices, including those which, although innocently performed, may technically be classified as academically dishonest.

1. Plagiarism. Presenting the words or ideas of another person requires proper acknowledgement; failure to do so is plagiarism. This applies to direct quotations, paraphrases or summarized ideas; guidelines concerning standards for citation may be found in *The LEA Guide to Composition*, which is owned and used by all students from the time they take freshman Writing 101.

2. Submission of the same work in two courses without explicit permission to do so. Presenting all or part of the work done for one course in another course requires permission of the instructors of the involved courses. A related point is that paired courses, by design, often require submission of the same work in the two associated courses.

3. Unauthorized collaboration. In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is prohibited, but the student shares responsibility for ascertaining whether collaboration is permitted. In cases where a student receives tutoring on a course topic, the student should consult the professor of the course to understand the permissible limits of the tutoring help.

4. Cheating. This is a very broad category encompassing a variety of forms of misrepresentation and fraud. Examples include sharing exam answers, presenting work done by another as one’s own, changing in any way work which may be reviewed in response to a grade reconsideration request, having a falsely identified person take an exam, or using notes, books and the like in closed-book examinations.

5. Misrepresentation of experience or ability. Providing false information concerning academic achievement or background in an area of study; for example, false reporting the substance of an internship.

6. Falsification of records. Any attempt to change grades or written records pertaining to assessment of a student’s academic achievement.

7. Sabotage. Destruction of or deliberate inhibition of progress of another person’s work related to a course; this includes the destruction of shared resources such as library materials and computer software or hardware.

8. Complicity concerning any of the above. Any act which facilitates academic dishonesty is itself an act of academic dishonesty.

SANCTIONS
Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel of faculty colleagues, the Registrar, Dean of Faculty or the Dean of Students in gaining perspective concerning the severity of an offense.
All grade-related sanctions shall be levied by the faculty member teaching the course within which the offense occurred.

The following list articulates the sanctions which may be levied in response to acts of academic dishonesty.

1. **A warning indicating to the student, faculty, and administration knowledge of the incident;** this will ordinarily be accompanied by a requirement that the student redo the work if the infraction is related to a course assignment. Included will be notification that another act of academic dishonesty will result in a more severe sanction.

2. **A letter grade reduction on the assignment.** This also will ordinarily be accompanied by a requirement to redo the work.

3. **A failing grade for the assignment.** This applies in cases where the faculty member chooses not to allow redoing the work.

4. **A failing grade for the course.** This would be a suitable sanction for a serious case or for repeated cases of less extreme infractions.

5. **Suspension from the university for a specified minimum period of time.** This sanction will ordinarily be applied when, in the estimation of the Dean of Students and the Dean of Faculty, a pattern of misconduct is so chronic or severe that separation from the campus community is warranted. If serious enough, a single case of academic dishonesty can result in suspension. This could occur in the case of indisputable willful intent by the student to commit an academically dishonest act, such as altering a professor’s grade record or maliciously damaging academic work of another individual. Suspension may take effect immediately. Continuing attendance at the university may be permitted during an appeal. The minimum period of suspension will be the balance of the current block or semester. Ordinarily the period of suspension will continue through the entire following block or semester.
6. **Expulsion from the university.** This sanction is used in the event of extraordinarily grave cases of academic dishonesty or when less severe cases of dishonesty persist after one returns from a period of suspension for academic dishonesty.

**THE PROCESS**
Faculty members should provide the student with a written account of the offense and the sanction. Faculty members should also report cases of academic dishonesty to the Office of the Dean of Students, including an indication of the sanction levied (this could be a copy of the letter sent to the student).

The Dean of Students will monitor academic dishonesty infractions in the context of a student’s entire record of misconduct at the university. When appropriate, the Dean of Students will activate a hearing process wherein the sanctions of suspension or expulsion from the University may be levied. These cases are heard by the Deans Committee consisting of the Dean of Students and the Dean of Faculty.

The Deans Committee does not reconsider the grade sanction which may have been levied at an earlier stage. It only considers whether additional sanctions are in order, and does not confine consideration to the case of academic dishonesty. Rather, it considers the entire record of misconduct of the student at the college which is compiled in the Dean of Students Office.

**APPEALS**
There are two avenues of appeal, one applicable to appealing grade sanctions, the other applicable to appealing suspension or expulsion decisions. The Academic Standards Committee of the faculty will consider appeals of grade sanctions. The President of the University will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.
Academic Support Services
THE DAISAKU AND KANEKO IKEDA LIBRARY

Named after the founder of Soka University of America and his wife, the Daisaku and Kaneko Ikeda Library provides students with learning resources appropriate to an education in the liberal arts. Under one roof is gathered the great books of the great minds whose thought has shaped Eastern and Western civilization. The library provides materials, print and electronic, for the research needs of students and faculty. It also provides various reading materials such as newspapers and magazines from around the world for students to browse, indulging their intellectual curiosity as they make the library a place to read and discuss the ideas that will make them contributing members of their communities, their countries, and the globe.

Life-long learners need to be information literate. The library serves as a center for teaching students how to use modern information technologies appropriate to their needs as thoughtful human beings and as consumers of information in a knowledge-based workforce. As a highly electronic environment, the library features a multitude of ports permitting students to plug in at their convenience. The library affords students many quiet spots for individual study and reflection, five group study rooms, a 24-hour study room, and a spacious, well-appointed reading room.

The library presently has a capacity of 70,000 volumes. Holdings will increase to 225,000 volumes after the second phase of the university’s development. Current collections are designed to serve the academic curriculum and research needs of students and faculty. The library is in a phase of rapid development and growth with the goal of serving a community of diverse intellectual needs and interests.

On-campus access is provided to over 75 electronic databases, several of which provide full-text articles. The collection of about 120 paper journals is scheduled to more than double in the next year and to continue healthy development as the university grows. Interlibrary loan provides the campus community the ability to reach far beyond the walls of the library, granting access to a greater universe of knowledge. The library also includes a special collection area that is currently home to fine-art exhibit catalogs. The library’s archive houses the artifacts of the university’s history.

The staff includes a Library Director, three trained librarians, two library assistants and several student workers. Each staff member is dedicated to connecting students and faculty to the universe of knowledge and to the information needed by students for their daily assignments.

UNIVERSITY WRITING CENTER

The University Writing Center provides a range of services to students, from workshops on punctuation and sentence structure to individualized tutoring. Students may drop in for tutoring, or they may schedule an appointment with one of the tutors. Workshops are announced in advance, and students may sign up on a first-come, first-served basis.

For tutoring sessions, the Center requests that students bring a copy of their writing assignment along with a draft of their paper. A tutor will go over the assignment and look at the draft and help the student by offering suggestions for revision. Note that tutors do not edit or correct student papers. Instead, they ask questions that help students discover on their own how to make a paper better, or they point out common mistakes that need to be corrected.

The Center’s writing tutors all have master’s degrees and are experienced teachers. In addition, the Center has a reading specialist and an English as a second language specialist on staff full-time. They work with small groups of students to improve reading skills and English proficiency.

For more information about the University Writing Center, call 949-480-4060.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) provides technical support and training to meet the varied needs of a small liberal arts college environment. The primary areas of responsibility include microcomputer support, instructional technology services, multi-media systems, and the central administrative data systems. All computers on campus are connected via a high-speed data network and provide electronic mail service, shared file storage, and a home for a variety of database systems. SUA’s local area network is connected to the Internet and provides all campus users and classrooms with high-speed access to a multimedia of web-based sources.

The ITS team offers computer workshops, user training, documentation, a computing help desk, and training of student assistants.
INSTRUCTIONAL SUPPORT
Upon arrival, each student receives a laptop computer after completing a hands-on training session. Web access to each course of instruction at SUA provides important information about the course, e-mail access between students and instructor, and a placeholder for as many course-related references as the instructor desires. Teaching/learning spaces consist of classrooms, labs, seminar rooms, and learning clusters, and each has a large number of data connections as well as built-in data projection systems. All of these systems have touch-panel controls that enable the instructor to select from a variety of input sources (computer, VCR, DVD or cassette tape) and manipulate controls from a single location. ITS offers faculty training in standard and multimedia applications as well as support from an instructional technologist. There are multimedia workspaces for the creation of teaching materials.

AUDIO-VISUAL/MULTI-MEDIA SERVICES
The SUA campus has a large number of sophisticated presentation systems, video/data projection, sound amplification, and lighting controls managed by a single touch-screen panel. Most systems include playback options for cassette tape, VHS tape, and CD/DVD, as well as input for computer-based content. Campus network access as well as cable TV connections are also provided in all teaching and meeting locations.
Academic Policies and Procedures
ACADEMIC REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

1. Students must successfully complete at least 38 courses, three of which are to be taken in the learning cluster format. See Learning Cluster Overview.

2. Students must complete a minimum of 120 semester credit hours.

3. Students must fulfill the General Education requirements as follows:
   
   Writing Requirements: Students must complete two courses in Communication Skills and one course in Modes of Inquiry.
   
   Distribution Requirements: Students must complete the following courses:
   
   A. Natural Sciences: Students must complete one course in each area: the Mathematical World, the Biological World, and the Physical World.
   
   B. Area and Comparative Studies: Students must complete two courses: Introduction to the Pacific Basin and The American Experience.
   
   C. Creative Arts: Students must complete one course in creative arts.
   
   D. Language and Culture: All students must show proficiency in a foreign language by completing a series of four courses.

   Health and Physical Fitness: Students are to take three non-credit courses. One in health and two in physical education. These courses are not counted toward the 38 course requirements for graduation.

4. Other general degree requirements are as noted below:
   
   Core Curriculum: Completion of two courses
   
   Internship/Study Abroad: All students must spend one block and one semester in a study abroad or internship program during their Junior year.

5. Students must complete the Liberal Arts Major requirements as follows:
   
   Students majoring in Liberal Arts must declare one of the three concentrations listed below at the end of their Sophomore year, and must take five courses, apart from any independent or special study course, under one of them:
   
   Humanities
   
   International Studies
   
   Social and Behavioral Sciences

   Major Elective Requirements: Students must complete a total of at least four elective courses in the above concentrations. Of these four, at least one course must be chosen from each of the two concentrations not selected as part of the declared concentration, not including independent study or special study courses.

   Capstone Experience: Students must complete two courses as part of their concentration, one in the final block and one in the final semester of the Senior year.

6. Academic residency requirements: All students who are candidates for the bachelor’s degree must successfully complete at least fifteen courses at SUA during the last two years before they are eligible to graduate. This includes the internship/study abroad program.

7. A minimum 2.0 grade point average for all courses taken at SUA is required. In addition, a minimum 2.0 grade point average in major courses is required.

8. Students must file an application for graduation in the Office of the Registrar at the end of the first session of their Senior year.

9. Students must ensure that all financial obligations to the university have been met.
CLASS LEVEL DEFINITION
Class level is defined in terms of completed credit hours as follows:

0-29 c.h. = First Year
30-59 c.h. = Sophomore
60-89 c.h. = Junior
≥90 c.h. = Senior

COURSE NUMBERING
There are 4 levels of courses at Soka University of America. Basic or introductory courses are designated as 100-level courses. Intermediate level courses are 200-level courses. Advanced courses are 300- and 400-level courses.

ACADEMIC CREDIT
Each credit awarded for course work is equivalent to 15 contact hours.

AP AND PRIOR COLLEGE COURSEWORK
Soka University of America participates in the Advanced Placement (AP) program offered by the College Board to provide greater quality and opportunity for high school students to proceed with their education. Students must submit to the Office of the Registrar official transcripts or reports from the College Board no later than the end of the Sophomore year at SUA for scores to be considered. AP credits are not awarded; however, academic programs and areas may grant placement based on AP results. An on-going policy review takes place annually; therefore, placement based on AP tests and scores is subject to change without notice. Similarly, academic programs and areas may grant placement for college courses taken elsewhere.

The following guidelines are to be considered:
1. If academic programs and areas grant placement, students are placed in a higher level course.
2. Placement is not awarded if the student has already earned credit for the course at SUA.

COURSE LOAD
The normal course load in a session is 5 courses, in addition to any physical education classes. A full-time student must carry at least 9 units each semester, and 4 units each block. Withdrawals from a block course or course withdrawals resulting in a load of 8 units or less in a semester are not permitted. In such circumstances, students must either withdraw from the university or take a long-term leave of absence. Students ordinarily register for no more than 19 units for a session (4 units in a block and 15 units in a semester). Students whose cumulative grade point average is at least a B (3.00) or better in the preceding session may petition their advisors and the Dean of Faculty for overload units in a semester. Overload units may be added only during the established deadlines for add/drop period.

GRADING SYSTEM
Grades are reported to students in the following terms:
A Outstanding
B Superior
C Satisfactory
D Marginal
F Failure

The grades of A, B, and C may be modified by (+) or (-). In addition, the following notations are used:
P Pass (minimum of C- work is required). The units will be counted toward the total units required for graduation, but not in computing the grade point average.
NP No-pass (below C- work). The units will affect the grade point average.
I “Incomplete” is a notation of incomplete work, which has been postponed for serious reason after consultation with the instructor.
W “Withdrawal” is a notation used when a student drops a course before the withdrawal deadline.

In addition to letter grades, students may request and receive narrative evaluations.
GRADE POINTS
Grade points for each course are assigned by multiplying the point value below for the grade earned by the number of units the course carried.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+/A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F, NP</td>
<td>0.0</td>
</tr>
</tbody>
</table>

PASS/NO PASS GRADING
Students may elect to take up to 4 courses on a Pass/No Pass grading basis. In addition, they may receive Pass/No Pass grades in courses designated by the University or a specific faculty member, in which case they will also receive a narrative evaluation from the instructor. In no case may the total number of regular academic courses in which a student receives a Pass/No Pass exceed four. Grades are then reported in terms of a P (Pass) or NP (No Pass). C- work is required for a passing grade. Course credit is awarded for a “Pass” and the student’s grade point average is not affected. “No Pass” (NP), however, affects the grade point average.

The following general regulations are considered under the Pass/No Pass grading option:
1. The Pass/No Pass option applies to a total of four courses
2. Music Ensemble and Physical Education courses will not count toward the four-course limit
3. The Pass/No Pass option must be exercised by the last day to Add/Drop, (see Academic Calendar)
4. Once chosen, the Pass/No Pass option is not reversible
5. A grade of “NP” is equivalent to an “F”

GRADE POINT AVERAGE
Grades are averaged on the basis of their unit value to determine a grade point average. Grades of “F” are considered in determining the grade point average. The session grade point average is calculated by dividing the total number of grade points earned in a session by the total number of units attempted in letter graded courses for that session. The cumulative grade point average is calculated by dividing the total number of grade points earned by the total number of units attempted in letter graded courses. Courses in which NP has been earned also count toward the total number of units attempted.

CHANGE OF GRADES AND NARRATIVES
Once grades and narratives have been submitted to the Office of the Registrar, they become final and may be changed only in case of error. An instructor desiring a change of grade or narratives must present a written request to the Dean of Faculty. The change will become effective only if the change of grade form has been approved by the Dean of Faculty and filed with the Office of the Registrar by the end of the following session.

Students wishing to appeal a specific grade assigned by the instructor may do so under SUA’s Grade Grievance Policy. No grade or narrative changes are permitted after a degree is awarded.

GRADE GRIEVANCE
Students should contact faculty members when there are questions concerning the final course evaluations. The student and the instructor who gave the final course evaluation should resolve disputes, and a satisfactory resolution should be reached through meaningful and respectful dialogue. However, in cases in which satisfactory resolution cannot be achieved, a formal appeal can be filed through the Academic Standards Committee. The student must submit the appeal by the end of the following session.

REPEATING COURSES
Any student may repeat a total of 2 courses. To repeat a course a student must file a petition with the registrar. For a repeated course, both the original and the subsequent grade will appear on the academic record. However, only the higher of the two grades will be used to calculate the grade point average. Credit hours earned are awarded only once.
INCOMPLETE COURSE WORK
Students who have participated fully in a course during a particular block or semester but for substantial reason cannot complete required coursework, may petition their instructor to assign an incomplete (I) grade.

Normally the student obtains from the Office of the Registrar a “Request to Receive a Grade of Incomplete” form. The form is filled out by the student and given to the instructor, who then completes the form by assigning a default grade that is entered on the student record if the student does not complete the coursework by the deadline. An incomplete grade not removed by the deadline will result in the assignment of the default grade as submitted by the instructor.

If a student requires an extension to the deadline, the student must petition, in writing, to obtain an extension to the deadline for removal of the incomplete. The petition, approved by the instructor and the Dean of Faculty, must be submitted to the Registrar’s Office for an extension to be granted.

LOW GRADE NOTICES
Instructors are required to provide low grade notices to all students whose cumulative work in a course is at level of C- or below at the midpoint of the block or the semester. Failure to receive a low grade notice does not preclude the possibility that the student may fail the course.

Copies of low grade notices are sent to academic advisors, and students are encouraged to discuss their academic performance with their advisors and instructors.

FINAL EXAMINATION
The instructor may not administer the final exam early or shorten the block or semester in any way. Any student who wishes to change the examination time or who fails to appear for the final exam at the scheduled time must petition for approval by the Dean of Faculty, such petition elaborating the extenuating circumstances prior to scheduling an alternate exam time.

ACADEMIC STANDING

Good Standing
A student is considered to be in good standing if he or she has a cumulative 2.0 (C average) grade point average, and at least 2.0 GPA for the most recently completed session.

Probationary Standing
A student who, at the end of any Fall or Spring session, fails to maintain Good Standing is considered to have Probationary Standing if the student fails to achieve a 2.0 (C average) for a session or maintains a cumulative grade point average below 2.0 (C). A student on probation is not allowed to take more than 4 courses in a semester and may be ineligible for certain extracurricular activities and programs.

Academic Dismissal
Academic dismissal means termination of a student’s relationship with the university for unsatisfactory academic performance. The Dean of Faculty will notify the student in writing.

While a student is on probation, that student is subject to dismissal:
1. If he or she fails to achieve a session GPA of at least 2.0
2. If he or she fails to achieve a cumulative GPA of at least 2.0 by the end of the second session after being placed on probation.

A dismissed student may, within two weeks of notification of dismissal, file a petition with the Academic Standards Committee for a hearing to reverse dismissal and extend probationary status. A dismissed student may not register in courses and is denied all privileges of student status.

A dismissed student who wishes to return to the university must file an application for readmission with the Office of the Registrar. In addition, an application for readmission must give appropriate reasons for reapplication consideration. A dismissed student who has been readmitted is on probation and has to meet specific conditions set by the Academic Standards Committee at the time of readmission. A readmitted student who fails to meet these conditions will be immediately dismissed and may not reapply.
LEAVE OF ABSENCE
Students may be granted a leave of absence for personal and/or family emergencies. There are two types of leaves of absence: 1) a short-term period of leave (not to exceed 10 days) and 2) a long-term period of leave (not to exceed 1 year). All students should contact the Dean of Students concerning a leave of absence.

Students who request a long-term leave of absence should:
1. Consult with their faculty advisor and the Dean of Students.
2. Submit written notification to the Dean of Faculty.

An approved leave does not require application for readmission. Students should advise the Dean of Students when they plan to return to the university.

READMISSION
Students who wish to be considered for readmission to SUA after absence of three sessions or less must contact the Registrar’s Office to request an Application for Readmission. A readmission fee of $25 and other supporting documents are required with an application. The application must be submitted no later than thirty days prior to the beginning of the session for which the student is requesting readmission. The Academic Standards Committee reviews all readmission applications. In addition, the Committee may require a medical report and a personal interview.

Students must complete the following steps:
1. Write a personal letter and include in this letter: 1) a summary of activities since leaving the institution, including employment; 2) reasons for wanting to return; 3) academic goals; and 4) any other information which may assist the committee in making a decision.
2. Furnish official transcripts of courses taken since leaving SUA.

Students with unsatisfactory course work will be considered for readmission. The Academic Standards Committee in making its decision regarding readmission will consider their prior SUA record and their course work at SUA.

Students who arrive at registration time expecting to be readmitted without following the readmission procedure should expect to wait until after registration to have their application considered. The Academic Standards Committee cannot guarantee acceptance in such cases.

Students wishing to return to SUA after three sessions of absence for any reason, including dismissal, must submit their requests to the Office of Enrollment Services and follow the required admission process. Students readmitted will normally be subject to current degree requirements.

WITHDRAWAL FROM THE UNIVERSITY
Withdrawal from the University may occur for academic, disciplinary, or personal reasons, and may be voluntary or required by the university. In cases of withdrawal for personal reasons, students must make an appointment with their academic advisors and notify the Dean of Students in writing prior to initiating a withdrawal procedure. Students who withdraw from the university must complete a withdrawal form available at the Office of the Registrar or the Dean of Students Office, and must obtain the signatures specified on the withdrawal form. Withdrawal during the block is considered withdrawal from the University.

A student who simply leaves the University without filing the required paperwork for a Leave of Absence or Withdrawal is considered to have terminated his/her enrollment with the university at the end of the last session in which he/she was enrolled, and will have a grade of “W” posted to his/her record.

A student is considered to be in attendance until such notice has been received by the Dean of Students. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended.

WITHDRAWAL FROM A COURSE
A student may withdraw from a course with the permission of his/her advisor within the established withdrawal deadlines. A grade of “W” is recorded on that student’s record.

Withdrawals from a block course or course withdrawals resulting in a load of 8 units or less in a semester are not permitted. In such circumstances,
students must either withdraw from the university or take a long-term leave of absence.

ACADEMIC ADVISING
Meeting and engaging in dialogue regularly with the academic advisor is an integral part of the Soka experience. New students will be assigned a preliminary academic advisor. When a student declares a concentration, he or she should choose an academic advisor in an appropriate academic area. Students may change advisors at any time. The academic year calendar will provide specific dates for academic advising during which the student should consult with his or her advisor prior to registration for the subsequent session.

DECLARATION OF CONCENTRATION
All students must declare an area of concentration, with the approval of an academic advisor, by the end of their sophomore year.

REQUIRED JUNIOR YEAR INTERNSHIP / STUDY ABROAD EXPERIENCE
During their junior year, students will spend one block and one semester during either the fall or spring completing an internship or study abroad experience. This experience is directly linked to the language and culture the student has chosen to fulfill the foreign language requirement.

STUDY ABROAD
Students may participate in study abroad programs in almost every part of the world for a full academic block and semester. Studying overseas provides a unique opportunity that can open up fresh perspectives on international political, economic and social issues, interpersonal relationships and ultimate career choices. The student must choose a country in which the primary language is the student’s chosen language of study. Depending on the level of language proficiency, the student may enroll in regular university courses or may enroll in language and culture programs that are accredited through a college or university in the United States. Depending on the program, the student may choose a home-stay with a family, or live in a university dormitory setting. All regularly enrolled students are eligible. Students studying abroad through ap-
proved programs are enrolled in a full course of study at the host institution, but receive Soka University of America credit.

**INTERNSHIPS**
These work-learn experiences require 20 hours of on-site work for each academic credit earned and regular contact with the faculty supervisor. Academic assignments are required and are negotiated with the faculty supervisor. Internship credit is granted only for work performed during the internship period in which the student is enrolled; retroactive credit is not granted. Students earn 12 credits of internship toward the completion of their degree.

**International Internships**
Students who choose an internship abroad must choose a country in which the primary language is the language the student has chosen to fulfill the foreign language and culture requirement.

**Domestic Internships**
Students who choose a domestic internship must use knowledge of the language and culture chosen to fulfill the foreign language and culture requirement in the daily duties and tasks involved in the internship.

**HONORS AND AWARDS**

**Graduation with Honors**
A student with outstanding academic achievement throughout his or her university career may be graduated with university honors. To be eligible for honors, the student must have an outstanding cumulative GPA for all work leading to graduation. Categories of honors are: cum laude (3.5 GPA); magna cum laude (3.7 GPA) and summa cum laude (3.9 GPA).

**Dean’s List**
Dean’s List honors are awarded to students achieving high scholarship and a notation is placed on their official transcripts at the end of each session. To be eligible for the Dean’s List in a session a student:
1. Must achieve a 3.7 or higher grade point average for that session.
2. Must have completed 12 letter graded units or more.
3. Must have no I, NP, or F grades.
4. Must have had no academic disciplinary action taken against him or her.

**The Ikeda Scholarship**
The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America. Aliso Viejo. This scholarship provides students with all expenses paid, including tuition, room and board, books, and incidental expenses for the academic year. It is based on merit alone, primarily academic accomplishment with experiences in leadership and service also taken into account.

Ikeda Scholarships are awarded annually in May to a student in the Sophomore class, the Junior class and the Senior class for a total of three scholarships per year. A committee consisting of SUA’s Dean of Faculty and Dean of Students acts as the selection committee, making final recommendations to the University President who an-
Liberal Arts Curriculum
HOW WILL YOU KNOW A SUA GRADUATE?

SUA graduates will be true international citizens, comfortably discoursing in English and in other languages on a range of topics — from their careers to the arts and the environment, and the peace and well-being of the global community. They also will be recognized by the breadth of their education, as familiar with the great works of the East and West as with issues in their communities, their nation, and the world. They will incorporate the outlook of many cultures and modes of thought in their writing, speech and behavior, bringing an inclusive and critical perspective to their analysis of opinion, issues, and policy.

As leaders and decision-makers, SUA graduates will be guided by the ideal of a contributive life, a humanistic approach drawn from Buddhist thought. Leading a contributive life means valuing the individual ahead of individualism, ideas ahead of ideology, and compassion ahead of sentimentality. Appreciation for the individual regardless of national origin, group affiliation, race, color, creed, or gender is a hallmark of graduates. Leaders in many walks of life, SUA graduates will manifest their education and their character through their commitment to the central values of global citizenship, namely, justice, freedom, human rights, and peace — not as abstractions, but as the foundation of their daily intercourse with others.
In order to prepare its students to become global citizens, SUA has brought together an international faculty and an international student body. This diversity in itself helps to create a climate for learning, and imparts to SUA's residential lifestyle a global perspective as part of the fabric of daily campus life. SUA classrooms are centers of dialogue and discussion, emphasizing seminar course settings. Students work in small teams in the classroom and with faculty on research projects, as well as with peers on residence hall learning activities. Advanced computing and telecommunication capabilities are widely available in all buildings and outside gathering areas, supporting a laptop computer campus. Information technology facilitates student-faculty and student-student interactions, as well as interaction with the wider world.

The initial degree offered at SUA is a B.A. in Liberal Arts, with concentrations in Humanities, International Studies, and Social and Behavioral Sciences. Each of these concentrations supports the Pacific Basin focus of SUA, as well as its emphasis on leadership and contributive citizenship. Degree offerings and concentrations will increase in number and range consistent with enrollment increases and student interests. Programs and courses have been designed to provide students with the following:

- Multiple perspectives drawing on diverse cultures, traditions, and points of view with special attention given to the themes of Eastern and Western thought and practice.
- A general education program that introduces students to disciplinary knowledge and perspectives, as well as to critical and creative thinking and to the communication skills necessary for life-long learning.
- A core curriculum that reflects the values that inspired the creation of SUA through the study of the great works of the human mind.
- Language and culture offerings that enable access to the literature and speech of different Pacific Basin peoples.
- A study abroad or internship experience for half the junior year, deepening the students language skills and their awareness of the culture supporting that language.
- Learning clusters that organize small teams of students and faculty to conduct interdisciplinary research and develop proposals and solutions for issues of local, regional, or global significance.
- A capstone experience that is required of all concentrations in the senior year, drawing upon the skills and experience that students have developed during their careers at SUA.
OVERVIEW

The purpose of the general education requirement is to provide students with a wide range of knowledge. It also provides them with the skills and abilities to transform this knowledge into responsible and effective participation in society. By the end of the general education program at Soka University of America, students will have acquired the foundation to:

1. Live, work, and provide leadership in a rapidly changing world.
2. Think critically and creatively.
3. Be effective at various modes of expression and communication.
4. Interact with and appreciate other cultures and traditions.
5. Take constructive action for a better society.

Underlying the general education program are courses aimed at integrating diverse disciplinary perspectives, with an emphasis on comparative and international dimensions. Within each course, clearly identified objectives are specified as being relevant to the overall general education program and to the mission of a Soka education. The program is designed to have synergy with the rest of the curriculum and to introduce or reinforce themes, goals, and outcomes of the SUA experience without being repetitive.

Specific courses within the general education curriculum are designed to meet one or more of the learning objectives outlined below. Together, these courses provide a broad academic foundation for future learning and for the practical skills and abilities students will need to become leaders and to succeed in society and in their chosen professions.

Development of skills and abilities
1. Clear and effective communication
2. Objective reasoning
3. Critical and creative thinking
4. Artistic expression
5. Mathematical competence
6. Information literacy
7. Ethical judgment
8. Civic engagement
9. Proficiency in a second language and culture
10. Health awareness

Introduction to the major areas of knowledge
1. Mathematical, Physical, and Natural Sciences
2. Arts and Humanities
3. Social and Behavioral Sciences
4. Language and Culture

Outline of Course Requirements

To satisfy the general education requirement, students are to take 13 credit-bearing courses distributed as follows:

Communication and Inquiry (3 courses)
Communication Skills (first year)
Advanced Communication Skills (third year)
Modes of Inquiry

Creative Arts (1 course, any year)

Science and Mathematics (3 courses, any year, one from each area)
The Mathematical World
The Physical World
The Natural World

Area and Comparative Studies (2 courses)
American Experience (1, any year)
Pacific Basin (1, first year)

Language and Culture (4 courses)

In addition, students are to take three non-credit courses in health and physical fitness:

Health and Physical Fitness
SUA offers a variety of physical fitness courses. Each student is required to take two of the courses over four years. In addition, each student is required to take a health/wellness course. This course promotes healthy living through a seminar series that meets once a week. A variety of topics are covered, including: mind, body, spirit, and community; healthy eating, body image, and body pride; stress and time management; cancer screening/self-examination; sexual health; and CPR training. Other topics will be selected based on the interest of the class.
COMMUNICATION AND INQUIRY

In keeping with the mission of the school to prepare future leaders, communication, particularly written communication, is highly valued at SUA. The goals of the University Writing Program are thus a reflection of this mission. The Program strives to give students an understanding of the principles of effective communication in written and oral English that will allow them to excel as writers and speakers. It strives to instill in students an appreciation for accuracy and precision in language and a devotion to lifelong learning in written and oral communication. It also strives to help students develop their capacity to reflect on events and information and to reason critically and objectively. Finally, the Program strives to develop in students a commitment to the ethical use of language under all circumstances.

Related to the courses on communication skills is a course on modes of inquiry, which helps students approach the rest of the curriculum with a critical sense of the varying ways that knowledge and understanding are conceived and used by different disciplines. When investigating problems and articulating insights, students are able to choose among and combine different modes of inquiry. They are able to understand the assumptions and limitations that underlie the various ways of inquiring used within disciplines, see that certain problems require using certain modes of inquiry, see that intellectual problems often require the use of many modes of inquiry, and see the delineation and commonalties among them.

Course Descriptions

WRITG 101 Communication Skills 3 units
This course provides students with opportunities to improve their writing and oral presentation skills. It focuses on the kind of writing produced in the academy—specifically, the sciences, the social sciences, and the humanities. The course addresses writing across the curriculum and is designed to help students practice the range of conventions, standards of proof, and ways of knowing that characterize the disciplines that make up liberal arts education. Writing, therefore, falls primarily into the categories of analysis, argument, and interpretation. Students examine facts and issues in an effort to interpret them in ways that help them construct their own representations of reality while giving them insight into how interpretations and related representations vary from discipline to discipline. Oral presentations are also discipline based and are designed to make use of multimedia enhancements.

WRITG 301 Advanced Communication Skills 3 units
This is an advanced writing across the curriculum course that is associated with a content course in one of the university’s concentrations. It focuses on the kind of writing and oral presentation skills that characterize a specific area, such as psychology, history, international studies, or literature. Students have opportunities to develop and use a professional voice in writing and speaking, and they examine issues that are topical in their concentrations. In addition, they use writing and oral presentations to explore underlying factors, solutions to problems, and new perspectives. Oral presentations are designed to make use of multimedia enhancements. Prerequisite: WRITG 101.

INQUIRY 100 Modes of Inquiry 4 units
This course examines various ways of studying, knowing, and understanding information and experience. It focuses on the axiomatic (or formal deductive), philosophical, historical, observational (or empirical), imaginative expressive, and interpretive paradigms of discovery and understanding. The first part of the course explores “exemplary moments” of questioning and insight using these paradigms within various disciplines. The second part of the course focuses on how students can use modes of inquiry to explore selected topics and issues.
CREATIVE ARTS
SUA regards imagination and creativity as essential qualities for global leadership. The creative arts courses help students develop these qualities through individual and collaborative endeavors. As part of the creative arts courses, all students, along with their work in a specific section and medium, participate in a campus-wide Creative Arts Forum. This Forum provides opportunities for discussions and presentations about the creative process, opportunities for collaboration across media, explorations of inter-disciplinary connections to the arts, interactions and dialogue with the broader campus community, and other common experiences that might include readings, performances, films, guest speakers, etc. These courses are open to all students, regardless of their background in the creative arts, and all creative arts courses are designed to fulfill the following goals:

1. Direct experience of the creative process in at least one artistic medium, with exposure to others.
2. Appreciation for the universal human creative spirit.
3. Enhancement of creative thinking and problem-solving as skills that can be transferred to other endeavors.
4. Creation of a non-competitive community for individual and collaborative work.

Introductory courses are offered in each medium and are open to all students, regardless of their level of background or experience.

Advanced level courses can satisfy the Creative Arts requirement for students who have sufficient background in a particular medium. Students may also take these or additional arts courses as electives.

Course Descriptions

ART 120 Drawing: Seeing and Imagination 3 units
This course explores drawing as a process for seeing, generating ideas, and personal expression. It includes drawing the human figure, still life, nature, and the imagination, and uses a variety of media and techniques. This course assumes no prior experience in the studio arts.

ART 125 Beginning Ceramics 3 units
This course explores the creative process in the art of ceramics. Students learn techniques of working in clay building, glazing and finishing works, and traditional and contemporary approaches to ceramic art. The course is open to all students, regardless of previous instruction in sculpture or ceramics.

ART 130 Sculpture: Creating Form 3 units
This course gives students opportunities to create images in three-dimensional form using a variety of media and processes, including modeling, carving, and casting. The course focuses on human, animal, and non-representational forms from various cultures. Experiences with sculpting lay the foundation for discussions of the creative process. This course assumes no prior experience in the studio arts.

ART 140 Creative Painting 3 units
Students explore technique and creativity through descriptive and expressive approaches to painting. Projects emphasize the application of personal experience and vision to aesthetic problem-solving, while helping students to develop painting technique, including mixing and blending colors and different methods of application. This course assumes no prior experience in the studio arts.

ART 150 Introduction to Photography 3 units
The objective of this course is to introduce students to the fundamental skills necessary to visually communicate ideas using photographic processes. These skills include technical proficiency, knowledge of the characteristics of photography which distinguish it from other media, and a cognizance of the role of the diverse uses of photography and their implications in society. Students are given the opportunity to explore their personal creativity by developing a final project of their own choosing within the larger context of the photographer as a responsible global citizen. This course assumes no prior experience in the studio arts.

ART 225 Advanced Ceramics 3 units
This course focuses on the development of intermediate to advanced techniques in ceramics, including use of the potter’s wheel, advanced techniques in hand-building and a combination of both thrown and hand-built forms. Students will also become familiar with advanced methods of
glazing, decorating and surface treatment of their ceramic work. Prerequisite: ART 125 or permission of the instructor.

ART 340 Advanced Painting 3 units
This course aims at further development of painting skills, observation techniques, creativity, conceptual thinking, and a theoretical appreciation for painting. Students examine historical and contemporary issues linked to the art of painting, explore both representational and non-representational contemporary practices, and work with both traditional and non-traditional materials. The course will be structured to include a significant level of independent work, under the guidance of the instructor. Prerequisite: ART 140 or permission of the instructor.

ART 350 Advanced Photography 3 units
This course enables students to advance and develop their own creative voice in photography beyond the introductory level, through exploring both a wide range of processes and media and the study of history and theory of contemporary art. The course includes exposure to various types of photographic equipment and advanced printing techniques. Prerequisite: ART 150 or permission of the instructor.

DANCE 105 Creative Dance: Introduction to Movement and Improvisation 3 units
This course explores the creative process in dance, with an emphasis on expression and improvisation. Students are exposed to different styles of dance and study elements of choreography such as form, composition, and the relation of body movements to music, through developing and performing their own works. This course is open to all students, regardless of level of previous training in dance.

MUSIC 101 Improvisation and Composition 3 units
This course, open to students regardless of prior musical experience, focuses on developing musical imagination and the ability to realize and communicate the fruits of that imagination. The course emphasizes fundamental music skills (aural skills, basic performing skills, and music literacy) to support students’ future and ongoing musical activities.

MUSIC 110 Music Composition with the Computer 3 units
This course explores the fundamentals of acoustics and digital sound and gives students opportunities
to use techniques such as software synthesis, sound sampling and editing, and MIDI sequencing in creating their own works. The focus is on the creative process, foundational principles, and familiarizing students with technology to support future endeavors in multimedia production.

MUSIC 301 Advanced Music Composition and Improvisation 3 units
This course allows students to pursue their creative endeavors in music beyond the level of introductory courses. Students will work intensively on enhancing aural skills and theoretical knowledge as foundations for work in acoustic and/or digital music media. The course will be structured to include a significant level of independent work, under the guidance of the instructor. Prerequisite: MUSIC 101 or MUSIC 110 and permission of the instructor.

Music Ensembles
Students who participate in ensembles for three or more terms may count those three credits as one elective course towards graduation. All ensembles will be offered on a pass / no pass grading basis; however, these courses will not count toward the university’s limit on the number of pass / no pass courses allowed.

Qualified students may also have the opportunity to perform with the South Orange County Chamber Orchestra or other regional ensembles.

MUSIC 130 Music Ensemble 1 unit
This course provides instruction and performance opportunities for ensembles, from chamber groups to large ensembles. In addition to receiving individual and/or ensemble instruction, developing fundamental musicianship skills, and preparing for public performance, students will gain knowledge of the appropriate literature. The specific ensemble types may vary, but will include classical instrumental, jazz and vocal groups. A placement audition is required, but students of any level of performing ability may participate. This course may be repeated for credit.

MUSIC 330 Advanced Music Ensemble 1 unit
This course provides opportunities for more experienced musicians to participate in the university’s ensembles and develop their skills and knowledge at a more advanced level. In addition to working in the ensemble and preparing for public
performance, students at this level lead sectional rehearsals and prepare program notes for concerts. This course may also be repeated for credit. **Prerequisite: Audition and permission of the instructor.**

**SCIENCE AND MATHEMATICS**

The math and science curriculum at SUA is composed of three areas: The Mathematical World, The Physical World, and The Natural World. These courses are required of all students and may be taken in any order. Students completing the math and sciences curriculum will have a deeper understanding of the nature of science, math, and technology and its relevance to their daily lives. They will also gain experience in the scientific method and deductive reasoning and in communicating scientific ideas orally and in writing.

**Course Descriptions**

The Mathematical World

**MATH 160 Liberal Arts Mathematics** 4 units

This course examines several mathematical areas and emphasizes problem solving, discovery, and interconnections between mathematics and science. Particular topics may include: number theory, geometries, probability and statistics, Cantor’s theory of sets, finite groups and symmetries, graph theory, and computer algorithms. Although providing opportunities for rigorous mathematical work, none of these topics requires more background than high school algebra and geometry.

**MATH 165 Discrete Mathematics** 4 units

This course deals with mathematical structures modeling physically or temporally separable elements so that questions of continuity do not appear. While providing an excellent setting for rigorous mathematical methodology, topics are generally applicable in constructing real-world mathematical models as well as in computer science. Typical subjects include elementary set theory, logic and logic circuits, combinatorics, and graph theory.

**MATH 170 Calculus** 4 units

This course, suitable for students with a pre-calculus level background, focuses primarily on differential calculus, including typical applications. It introduces the definite integral and the fundamental theorem of calculus. Students use a computer algebra system as a tool for cooperative investigation. **Instructor Consent Required.**
MATH 290  Topics in Mathematics  4 units
This course provides students opportunities to explore topics in mathematics, such as vector calculus, number theory, symbolic logic, differential equations, and linear algebra. *Instructor Consent Required.*

MATH 390  Advanced Topics in Mathematics  4 units
This course provides students opportunities to explore advanced topics in mathematics, such as advanced calculus, complex analysis, abstract algebra, non-Euclidean geometry, and topology. *Instructor Consent Required.*

**The Natural World**

BIO 110  Introduction to Environmental Science  4 units
This course will introduce and provide students with an appreciation and understanding of fundamental topics in environmental science: human population dynamics and their impacts on the environment, world food supply, biological diversity, global climate change, biogeochemical cycles, and natural resource management. Students will explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

BIO 140  Biological Principles I  4 units
This course introduces students to the principles underlying the biological sciences: cells and the cell cycle, the genetic code, evolution, and ecology. Students explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

BIO 141  Biological Principles II  4 units
This course will introduce students to the principles of anatomy and physiology: organization of cells and tissues through function of organ systems. Students will explore these principles through investigative laboratory experiences, lectures and small group discussions.

BIO 290  Topics in Biology  4 units
This course provides students opportunities to explore topics in biology, such as ecology, animal behavior, molecular biology, and conservation biology. *Instructor Consent Required.*

BIO 390  Advanced Topics in Biology  4 units
This course provides students opportunities to explore advanced topics in biology, such as advanced ecology, evolution of behavior, and bioinformatics. *Instructor Consent Required.*

**The Physical World**

PHYS 150  Heaven and Earth: A First Synthesis  4 units
This course examines the physics of motion on earth and in the heavens from ancient Greek times through the Middle Ages to the Renaissance and the Enlightenment. Humanistic, cultural, and historical perspectives are emphasized, as is the scientific method. Science is shown to be inextricably linked to other human endeavors, such as religion, art, politics, music, literature, philosophy, and commerce. This course also explores physics after Newton and up to the frontier of string theory, covering topics such as relativity and quantum mechanics.

**AREA AND COMPARATIVE STUDIES**

One of the distinguishing features of SUA is its emphasis on global and cross-cultural points of view. As part of the general education requirement, students must take a course in the American Experience and a course about the Pacific Basin. These courses draw from the social and behavioral sciences (SBS), from the humanities (HUM), and from international studies (IS).

Collectively, the courses offered under area and comparative studies are designed to build bridges between East and West, North and South, to develop and expand perspectives concerning various regions of the world, and to enlarge the focus of the student from local to global engagement. These courses seek to introduce important dimensions of human life — social, artistic, cultural, economic, historical, literary, musical, philosophical, political, and religious — as well as to provide a variety of ways to experience, analyze, and appreciate these dimensions. To prepare students to live contributatory lives for the betterment of the world, the humanities and social and behavioral science disciplines offer, in these courses, important lessons about common patterns and issues that have faced
people at different times and places while also highlighting the uniqueness of each person, time, and place.

Course Descriptions

AMEREXP 200  The American Experience  3 units
This multidisciplinary course explores the American experience in its social, political, cultural, and historical dimensions. The course examines major American institutions, including the philosophy and history of the United States Constitution from its founding to present day interpretations; the struggle over individual and group rights; and America’s presence in the world, taking an approach to the American experience that exposes it to many and varied interpretations. The course includes such topics as American musical, film, and literary traditions, contemporary social and economic issues, politics and political history, the immigrant experience, slavery and its aftermath, American isolationism/expansionism, and the question of what is “mainstream” and what is “marginal” to American life.

PACBASIN 100  Introduction to the Pacific Basin  3 units
This course compares regions, cultures, societies, and economies within and across the Pacific Basin. The course surveys the geography and history of this region, an increasingly important arena in world affairs. From various perspectives, the course also examines contemporary issues, such as economic relations, migration, regional institutions, globalization, democratization, trans-nationalism, and the environment in the Pacific Basin.
OVERVIEW
The mission of the Language and Culture Program (LCP) is to foster the development of the linguistic proficiency and cultural awareness required for well-educated global citizens.

The underlying goals of the LCP are to build communicative competence within a structured context; to strive for excellence in instruction through an eclectic yet integrated variety of pedagogical methods, including the innovative use of technology and the computer-based Language Center; and to instill a broad cultural awareness that can expand the disciplinary options open to students.

A key task of the LCP is to prepare students academically for their junior-year semester abroad. SUA requires all students to take a minimum of four LCP language courses, one of which must be at the 202 level or above in the target language of the study-abroad destination. Language study begins in the freshman year, ensuring prolonged and intensive engagement with the languages and cultures studied. Instruction is geared to active student participation.

300-level and 400-level LCP courses are designed for students returning from Study Abroad as well as those with sufficient background in the target language to be placed into higher-level courses. These courses enable students to further develop their cultural understanding and linguistic proficiency, and are especially beneficial for students interested in employment abroad or graduate study.

Course Descriptions

Chinese

CHI 101 First-year Chinese I 4 units
Mandarin pronunciation and grammar, with development of basic skills in speaking, listening comprehension, reading, and writing. 300-400 Sinograph characters. Oral/aural practice outside of class is required.

CHI 102 First-year Chinese II 4 units
Same as CHI 101, but with a written vocabulary reaching 700-800 Sinographs. Prerequisite: CHI 101 or Instructor Consent.

CHI 201 Second-year Chinese I 4 units
Continued development of all four communicative skill areas with increased cultural content and extended units of discourse, with a written vocabulary approaching 1200 Sinographs. Oral/aural practice outside of class is required. Prerequisite: CHI 102 or Instructor Consent.

CHI 202 Second-year Chinese II 4 units
Same as CHI 201, but with a written vocabulary approximating 1600 Sinographs. Prerequisite: CHI 201 or Instructor Consent.

CHI 304 Intermediate Review 3 units
Review of First-year and Second-year Chinese, with introduction of some new content. Authentic materials are included, and discussion is aimed at solidifying conversational skills. Prerequisite: CHI 202 or Instructor Consent.

CHI 305 Chinese Conversation I 2 units
Focused aural/oral practice using narrative materials. For students who have spent little or no time in China or who have a modest or medium level of proficiency. Prerequisite: CHI 202 or Instructor Consent.

CHI 306 Chinese Conversation II 2 units
Intensive aural/oral practice leading toward conversational fluency. For students who have returned from Chinese study abroad or who have a background in Chinese. Prerequisite: CHI 202 or Instructor Consent.

CHI 311 Third-year Chinese I 3 units
Further honing of all four communicative skills with attention to contrasting styles of oral versus written discourse. Increasing exposure to documents written for native speakers, with attendant cultural
understanding and linguistic proficiency. 
Prerequisite: CHI 202 or Instructor Consent.

CHI 312  Third-year Chinese II  3 units
Continuation of CHI 311. Prerequisite: CHI 311 or Instructor Consent.

CHI 412  Fourth-year Chinese—
Classical Chinese Texts  3 units
Introduction to literary or classical Chinese, focusing on reading comprehension, scholarly translation, and the carryover to the blending of classical and modern prose styles. Prerequisite: CHI 312 or Instructor Consent.

Japanese

JPN 101  First-year Japanese I  4 units
Introduction to the basic structure and function of Standard Japanese—the sound system, grammatical constructions, writing system (hiragana and katakana syllabaries), and basic vocabulary and expressions—as well as a cultural/communicative context within which to situate the language. Focus is on developing cultural and communicative proficiency, but includes a study of reading and writing skills as well.

JPN 102  First-year Japanese II  4 units
Continuing development of the foundational aspects of Standard Japanese as in JPN101, but with the addition of Chinese characters (kanji) and more complex grammatical patterns. Prerequisite: JPN 101 or Instructor Consent.

JPN 201  Second-year Japanese I  4 units
Allows students to further develop the communicative, grammatical, reading and writing skills acquired during the first two semesters of instruction. Prerequisite: JPN 102 or Instructor Consent.

JPN 202  Second-year Japanese II  4 units
Continuation of JPN 201; designed to foster further growth in communicative, grammatical, reading and writing skills. Prerequisite: JPN 201 or Instructor Consent.

JPN 305  Pre-Intermediate Japanese Review  3 units
Review of material covered in first-year and second-year Japanese, and the inclusion of some new material. This course is geared for students who complete JPN 202 at least one semester before going on study abroad, and is aimed at solidifying their foundation in Japanese. Prerequisite: JPN 202 or Instructor Consent.

JPN 306  Intermediate Japanese Conversation  3 units
Focuses on developing speaking skills in a variety of areas—debate, narratives, giving speeches, discussions, etc. Prerequisite: JPN 202 or Instructor Consent.

JPN 311  Intermediate Japanese Reading Skills  3 units
This core third-year course provides students with concentrated instruction and practice of reading skills, using authentic materials in Japanese. Prerequisite: JPN 202 or Instructor Consent.

JPN 312  Intermediate Japanese Writing Skills  3 units
This core third-year course provides students with concentrated instruction and practice of writing skills in Japanese, using authentic materials. Students will explore a range of written genres, and develop their own writing skills in each of these genres. Prerequisite: JPN 311 or Instructor Consent.

JPN 435  Topics in Japanese Society  3 units
Focus will vary depending on student interest and the instructor. Possibilities include: popular culture, contemporary politics, education, or contemporary writers/social critics. Prerequisite: JPN 312 or Instructor Consent.

Spanish

SPA 101  First-year Spanish I  4 units
The primary aims are to introduce Spanish language and culture in a variety of contexts, to build a foundation for understanding native spoken and written language, and to develop communications skills for use in basic situations. Particular emphasis is placed on vocabulary acquisition and ample practice in all four communication skills: listening, speaking, reading, and writing. Exposure to Hispanic culture in a variety of forms is an integral component of the course.

SPA 102  First-year Spanish II  4 units
 Picks up where SPA 101 left off, continuing to introduce students to the language and culture in a variety of contexts, to build a foundation for understanding native spoken and written language, and to develop communications skills for use in
basic situations. Emphasis is still primarily on vocabulary acquisition and ample practice in all four communication skills: listening, speaking, reading, and writing. **Prerequisite: SPA 101 or Instructor Consent**

**SPA 201 Second-year Spanish I 4 units**

Allows students to further develop the communicative, grammatical, reading and writing skills acquired during the first two semesters of instruction, with the final objective being a level of competence commensurate with university-level work. Review and expansion of first-year grammar and vocabulary, comprehension of both literary and nonliterary Spanish, development of writing and speaking skills, and exposure to the basic tools of critical analysis in the target language are the primary goals of this course, as is exposure to the target culture in a variety of forms and contexts. **Prerequisite: SPA 102 or Instructor Consent.**

**SPA 202 Second-year Spanish II 4 units**

Allows students to further develop and consolidate the communicative, grammatical, reading and writing skills acquired during the first three semesters of instruction. By the end of this course, students should be prepared for their semester abroad, and should feel confident using the language creatively in a wide variety of contexts. **Prerequisite: SPA 201 or Instructor Consent.**

**SPA 305 Advanced Spanish Conversation 3 units**

Designed to develop the student’s fluency, pronunciation and oral comprehension in Spanish. Discussions are based on current issues affecting the Spanish-speaking people of Spain, Latin America, and the United States. A wide variety of media sources will be used, such as newspapers, television, radio and video. **Prerequisite: SPA 202 or Instructor Consent.**

**SPA 306 Spanish Grammar Review 3 units**

A review of grammar material covered through the first four semesters of instruction. Readings, discussion, vocabulary building, grammar analysis and written practice are integrated to provide a solid foundation for students wishing to do more advanced work in Spanish. Exposure to relevant contemporary materials from the Spanish-speaking world is a constant throughout the course. **Prerequisite: SPA 202 or Instructor Consent.**

**SPA 311 Advanced Practice in Hispanic Language and Culture 3 units**

Students are exposed to contemporary issues of the Spanish-speaking world through literary and nonliterary texts, film, music and popular culture. This is a third-year core reading and writing-intensive course designed to develop the students’ ability to practice critical analysis and to write in a variety of styles in the target language. Discussion of texts, films and other materials form an integral part of this course, which is meant as a gateway to the more advanced study of Hispanic language and culture. **Prerequisite: SPA 202 or Instructor Consent.**

**SPA 312 Advanced Practice in Spanish and Introduction to Literary Texts 3 units**

Poems, plays, and short stories representative of various Spanish-speaking countries and different periods of literary history are used to stimulate conversation, improve writing skills, and introduce students to the fundamentals of literary analysis in this third-year core course. **Prerequisite: SPA 202 or Instructor Consent.**

**SPA 322 Introduction to Spanish American Civilization and Culture 3 units**

A cultural history of Latin America from Pre-Columbian times to the present. The European invasion and colonization of America, and the social, political and cultural ramifications of this singular historical event provide the foundation for the study of later developments, such as the struggle for nationhood during the 19th century, and revolutionary upheaval in politics and the arts during the 20th century. A number of key concepts and themes are analyzed in depth and provide a theoretical framework for analyzing specific phenomena. Students are exposed to primary sources in the form of chronicles, literature, documentaries, films, and music. Course format consists of lecture combined with class discussion. **Prerequisite: SPA 311 or 312.**
SPA 440  Spanish Theater  3 units
A survey of the major Spanish works of theater, from primitive religious plays to baroque opera, to 20th-century theater of the absurd. The works will be studied in literary terms, staging, and in relation to cultural trends, whether they be suspenseful “dramas de honor” by Calderón de la Barca, or grotesquely funny “esperpentos” from Ramón del Valle Inclán. Students will be required to perform a brief scene or “one-act” in Spanish as part of the course. Prerequisite: Any 320-level course.
A unique aspect of SUA’s academic program is that all students must spend one half of their junior year abroad engaged in a study abroad and/or an internship program. This requirement is to be fulfilled in a country where the principal language corresponds to a student’s language of study at SUA. These programs are designed to extend the reach of a student’s academic study of a foreign language through total immersion in the daily life of another culture. Study abroad and international internships also give students an opportunity to acquire further the habits and dispositions of a global citizen, returning to campus with a network of new friends and associates with whom they will nurture lifelong relationships and deep bonds. The study abroad and international internship program add to the student’s intellectual grasp of the world in all its diversity.

These programs are truly a bridge over which students enter the world of global citizenship. Students are required to earn a minimum of 12 credits and maximum of 16 credits per semester for study abroad, and programs will be arranged by the student in coordination with SUA’s Study Abroad/International Internships Director. The academic worthiness of a particular program will be determined by a faculty committee working with Office of Study Abroad and International Internships (SAII).

Soka University of America assumes no responsibility for any adverse consequences regarding a student’s U.S. immigration status that may result from fulfillment of our Study Abroad requirement.
OVERVIEW

A two-course sequence, Core explores a range of issues related to the mission statement of the school, including its commitment to such values as peace, human rights, and the creative co-existence of nature and humanity. Core also provides an introduction to the various ways of knowing that characterize the major divisions of the undergraduate curriculum, thereby laying the foundation for the interdisciplinary and cross-cultural study that underlies a Soka education. In this exploration, Core courses stress an understanding of the social and historical contexts necessary to make meaningful comparisons among civilizations both of the East and the West. Upon completing the Core, students will be able to question and probe the commonalities and differences of the human experience and thus their own lives from multiple perspectives. They will be able to speak and write intelligently about those perspectives and more generally about the difficulties and nuances of cross-cultural description, in preparation for the day when they will take their place as citizens of the world. Building on a set of common readings, individual members of the faculty help shape the core through reading selections drawn from their special training, expertise, and interests.

Course Descriptions

CORE 100  The Enduring Questions of Humanity  4 units
This course looks at the central questions that Eastern and Western cultures have posed about what makes for a meaningful and successful life. These questions include personal and group identities, notions of community, interactions with nature, and transcendence. The course is offered in a seminar format that requires active participation and reading of primary texts.

CORE 200  The Enduring Questions in Contemporary Contexts  4 units
This course examines how people from around the world have continued to embody virtue, contribute to the social good, interact with nature, and explore the meaning of life. Although texts provide some sense of the development of these themes historically in the East and West, the course focuses on contemporary perspectives. Prerequisite: CORE 100.
OVERVIEW
The Learning Cluster is a research seminar designed to bridge theory and practice in the investigation of a specific question, and to elicit in the way of a specific product an educated outcome or response. Students work in teams with one or more faculty “facilitators,” to propose, research, and model constructive approaches to local, regional, and/or global issues. The course is designed to help students learn to apply a range of investigative and analytical tools in the discovery and presentation of trends and ideas, including policy recommendations that bear upon the quality of the human condition. Learning Clusters occur in four-week block periods to take full advantage of opportunities, where appropriate, for field and service learning.

The Learning Cluster experience is intended to:

1. Develop in students habits of independent inquiry and study.
2. Engender analytical and investigative skills and the ability to apply them to a specific problem or question.
3. Enhance the ability to work collaboratively toward the completion of a common project.
4. Foster a contributive ethic by working on issues that have a larger social significance or meaning.
5. Prepare students for their role as engaged global citizens and leaders.

Students are able to choose a Learning Cluster in one of two ways. Working with a faculty advisor, they can develop and submit a proposal for a Learning Cluster where there is an interest in the topic of no less than ten but no more than fourteen students in a section. The proposal should clearly state the nature and purpose of the Learning Cluster and conform to the goals and objectives of the Learning Cluster in general. Proposals must be submitted to the Academic Program Committee and to the Dean’s office no later than the scheduling deadline for Spring Session. Alternatively, students may at registration time select their Learning Cluster from a list of offerings first initiated and developed by faculty.

Students will take the following Learning Cluster courses:
LRNCLSTR 200: (first and second year students)
LRNCLSTR 300: (third year students)
OVERVIEW

In keeping with the mission of the school to prepare future leaders, communication is highly valued at SUA because facility with language is fundamental to effective leadership. The goals of the University Writing Program, therefore, are a reflection of this mission. The Program strives to give students an understanding of the principles of effective communication in written and oral English that will allow them to excel as writers, readers, listeners, and speakers. It strives to instill in students an appreciation for accuracy and precision in language and a devotion to lifelong learning in the fields of written and oral communication. The Program also strives to help students develop their capacity to reflect on events and information and to reason critically and objectively. Finally, the Program strives to develop in students a commitment to the ethical use of language under all circumstances.

The University Writing Program makes several assumptions about students. First, we believe that they are capable, intelligent people who have been writing for years, although usually without much frequency. They need challenging projects to strengthen the abilities they already have developed and to build new ones.

Second, we regard our communication skills courses as important parts of students’ college education. College courses not only require different standards for “good writing” but also present students with assignments rarely encountered in high school English classes. Our communication skills courses enable students to participate in a new academic community, to practice the habits of mind and the writing and speaking strategies demanded by college assignments in a variety of disciplines.

Finally, we assume that writing with meaningful feedback teaches writing. The subject matter of our courses is an action, one that is best taught not by talking about it but rather by showing students how to do it and then letting them practice, with appropriate guidance. The primary focus is on students and on verbs that characterize what writers do: reading, thinking, planning, drafting, talking, revising. Communication skills courses lose their focus and sense of purpose when they deal primarily with “things,” with the nouns that characterize bodies of knowledge: essays, textbooks, rules of grammar, “great ideas.” Students need frequent, even daily, practice with writing so that they have ample opportunities to learn by doing.

The University Writing Program focuses on writing in particular and communication in general as vehicles for learning. The Program’s communication skills courses are based on writing across the curriculum (WAC), which addresses the writing and language used in the academy—specifically, the sciences, social sciences, and humanities.

The WAC model SUA has adopted is multifaceted and comprehensive. All students are required to complete successfully Communication Skills (WRIT 101) during their freshman year and Advanced Communication Skills (WRIT 301) during their junior year. WRIT 101 is a generic WAC course. It introduces students to the range of conventions, standards of proof, and ways of knowing that characterize the disciplines that make up liberal arts education. The course is divided into three areas of study: science, social science, and humanities. Students read, write, and give presentations that reflect the language of these three broad divisions.

Advanced Communication Skills is linked to select courses in the concentrations. Students enroll concurrently in a concentration course and its linked course. All activities in Advanced Communication Skills are based on work students do in their concentration course. The link not only makes writing, reading, speaking, and listening more meaningful and contextualized, it also provides students with feedback from two sources simultaneously.

Written and oral communication is further enhanced throughout the curriculum. Core, general education, and many concentration courses are designated as “writing and communication intensive.” These courses engage students in a variety of language activities to help them grow as communicators. Students write papers, give presentations, and participate in small group discussions as part of their regular work.

UNIVERSITY WRITING CENTER

The University Writing Center provides a range of services to students, from workshops on punctuation and sentence structure to individualize tutoring. Students may drop in for tutoring, or they may schedule an appointment with one of the tutors.
Workshops are announced in advance, and students may sign up on a first-come, first-served basis.

For tutoring sessions, the Center requests that students bring a copy of their writing assignment along with a draft of their paper. A tutor will go over the assignment and look at the draft and help the student by offering suggestions for revision. Note that tutors do not edit or correct student papers. Instead, they ask questions that help students discover on their own how to make a paper better, or they point out common mistakes that need to be corrected.

The Center’s writing tutors all have graduate degrees and are experienced teachers. In addition, the Center has a reading specialist and an English as a second language specialist on staff full-time. They work with small groups of students to improve reading skills and English proficiency.

For more information about the University Writing Center, call 949-480-4060.

DEVELOPMENTAL WRITING

Many students come to university without having had significant opportunities to develop their writing and speaking skills. As a result, they are at a disadvantage when asked to meet academic standards, especially for writing. To meet the needs of such students, the University Writing Program offers two courses designed to help students develop their communication skills.

WRIT 91

WRIT 91 is designed to support freshmen whose proficiency with written and spoken English is such that they may have difficulty in fully participating in classroom activities. Placement in WRIT 91 is based on an assessment of the following test scores:

- **TOEFL score**: 575 and above - WRIT 101
  Below 575 - WRIT 91
- **SAT score**: 500 and above - WRIT 101
  Below 500 - WRIT 91
- **In-house exam score**: 3 and above - WRIT 101
  Below 3 - WRIT 91

Placement involves considering these scores in tandem, and the scores are understood to be indicators rather than absolute determiners.

WRIT 91 is a 3-credit course. However, the credits cannot be applied toward graduation. Enrollment in WRIT 91 is capped at 12.

Students must complete WRIT 91 with a minimum grade of C- during the fall semester of their freshman year. Students who do not complete the course with a minimum grade of C- must repeat the class during the second semester of their freshman year, and they may not take more than a half-time course load. Upon successful completion of the course, students must enroll in WRIT 101 in the next consecutive semester. Any student who does not complete the course successfully after the second attempt must undergo a review to determine whether he or she will be allowed to continue at the university. The review committee consists of the dean of faculty, the Writing Program director, the student’s advisor, and the WRIT 91 teacher. A negative review will require the student to withdraw from the university.

Students enrolled in WRIT 91 must simultaneously participate in a structured tutoring program through the University Writing Center. This program will entail a minimum of 4 hours per week of individual or small-group tutoring with one of the Center’s writing specialists. Tutoring will involve a variety of writing assignments and tasks designed to address specific needs.

WRIT 301x

WRIT 301x is designed for juniors who demonstrate the need for additional communication skills support. The course is identical to WRIT 301 except for the following:

- Enrollment capped at 12
- Taught by faculty with ESL training and experience
- Structured Writing Center component

Students will be placed in WRIT 301x on the basis of the following:

- TOEFL scores (at admission)
- In-house exam score
- Grade in WRIT 101
- Recommendation of reading or ESL specialist
Placement will be on a case-by-case basis and will consider all factors in conjunction.¹

¹At the end of the second year of operation (2006), faculty and administration will review the developmental component to assess the need to continue the 301x component.

COURSE DESCRIPTIONS

WRIT 91 Developmental Communication Skills 3 units
This course provides students with an intensive immersion into writing, reading, speaking, and critical thinking at the university level. With enrollment capped at 12, students receive significant individualized instruction in the following areas: English grammar and sentence structure, paragraph development, punctuation, word choice, analysis, and interpretation. Students write up to 10 short papers both in and out of class with an academic emphasis. All students enrolled in WRIT 90 must participate in a structured tutoring program through the University Writing Center. Enrollment based on placement.

WRIT 101 Communication Skills 3 units
This course provides students with opportunities to improve their writing and oral presentation skills. It focuses on the kind of writing produced in the academy—specifically, the sciences, the social sciences, and the humanities. The course addresses writing across the curriculum and is designed to help students practice the range of conventions, standards of proof, and ways of knowing that characterize the disciplines that make up liberal arts education. Writing, therefore, falls primarily into the categories of analysis, argument, and interpretation. Students examine facts and issues in an effort to interpret them in ways that help them construct their own representations of reality while giving them insight into how interpretations and related representations vary from discipline to discipline. Oral presentations are also discipline based and are designed to make use of multimedia enhancements. This course is taught within the General Education curriculum.

WRIT 110 Introduction to Poetry 3 units
This course introduces students to the elements of poetry writing. Students study structural features of poetry and apply this knowledge to the production of verse. The focus is on immersing students in the creative act in a workshop environment.

WRIT 200 Advanced Writing Workshop 3 units
Students will develop creative writing potential by producing imaginative but focused works of fiction and/or non-fiction. Work in progress will be regularly discussed by participants during class sessions and analyzed in detail during weekly conferences with the instructor. A variety of specific assignments will help the student to develop technical skills, while outside readings will increase understanding of the multi-faceted nature of creativity. Admission by consent of the instructor, based on submission of prior writing samples. Instructor Consent Required.

WRIT 201 Introduction to Journalism 3 units
This course will introduce students to the basic features of news writing and editing. Students will learn the elements of news reporting, writing leads, organization, and writing various types of news stories. Prerequisite: WRIT 101.

WRIT 220 Introduction to Fiction Writing 3 units
This course introduces students to the writing of short fiction. Students study the structural features of fiction, such as theme, plot, setting, dialogue, message, and character, and apply this knowledge to the production of works of short fiction. Instructor Consent required.

WRIT 301 Advanced Communication Skills 3 units
This is an advanced writing across the curriculum course that is linked to a content course in one of the university’s concentrations. It focuses on the kind of writing and oral presentation skills that characterize a specific area, such as psychology, history, international studies, or literature. Students enrolled in the course must be concurrently enrolled in the linked concentration course. The assignments and activities in the concentration course form the foundation for assignments and activities in the communication skills course. Students have opportunities to develop and use a professional voice in writing and speaking, and they examine issues that are topical in the linked concentration course. In addition, they use writing and oral presentations to explore underlying factors,
solutions to problems, and new perspectives. Oral presentations are designed to make use of multimedia enhancements. *Prerequisite: WRIT 101.*

**WRIT 301x Advanced Communication Skills 3 units**
This course and WRIT 301 are identical with respect to content and focus. WRIT 301x, however, is specifically designed for students who have not shown significant growth in their communication skills during their freshman and sophomore years owing to their lack of academic writing experience upon admission to university. With enrollment capped at 12, WRIT 301x allows for a high level of individualized instruction to ensure that students reach their full potential as writers and speakers. In addition, the course provides supplemental attention to the following: English grammar and sentence structure, punctuation, word choice, analysis, interpretation, standard conventions, and critical thinking. All students enrolled in WRIT 90 must participate in a structured tutoring program through the University Writing Center. *Enrollment based on placement. Prerequisite: WRIT 101.*

**WRIT 310 Introduction to Translation 3 units**
This course introduces students to the fundamentals of literary, scholarly, and technical translation. Students study theories of translation as art and craft, and they practice structure and form by producing short translations of various genres. *Prerequisite: WRIT 101.*
OVERVIEW

The Humanities Concentration seeks to prepare global citizens by examining the breadth and depth of the human search for meaning, value, and creativity. In order to promote understanding among diverse groups of people, the courses in humanities explore how and why different perspectives about the world, about the known and the unknown, have arisen in different cultures and historical periods. Students are expected to be active learners who are willing to work alone and with others to synthesize, interpret, and communicate knowledge through a variety of media. The concentration is structured to show the ways in which the traditional disciplines of art history, history, literary studies, philosophy, and religious studies can address common topics and concerns through a variety of disciplinary and interdisciplinary approaches.

Any student wishing to concentrate in humanities must, after consultation with her or his advisor, draw up a proposal that delineates an area, topic or set of questions that she or he wishes to address. This proposal will provide the basis for the courses taken in humanities and provide coherence in the student’s work by giving it a focus. This is a student-centered way of determining which courses are appropriate for each student. The proposal should be written by the end of the sophomore year as a plan of study and include a clear rationale for clustering certain courses to satisfy the concentration requirement.

CAPSTONE EXPERIENCE

CAPSTONE 400 Capstone I 4 units
All SUA students will participate in a capstone project over the last semester and block of their senior year. This project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor, either individually or in a team, to propose, develop and carry out a project. Students will meet regularly throughout their project, in groups of ten with a capstone coordinator for support and feedback. All students will give a public presentation of their project at the end of their senior year. Prerequisite: Senior standing. Instructor Consent Required.

CAPSTONE 450 Capstone II 4 units
Continues Capstone I. Prerequisite: CAPSTONE 400. Instructor Consent Required.

ARTHIST 110 Art Appreciation
The course aims to look at visual arts – namely painting, sculpture, architecture, print, ceramics and photography in the context of the basic and definable artistic criteria. The objective is to identify and appreciate the different styles, periods, and medium and to explain the form, nature, meaning, purpose and significance of the major works of art using a variety of disciplines. The course will enable students to sharpen their visual perceptions, analyze their form and content and appreciate the underlying aesthetics.

ARTHIST 120 Great Artists of the Western World
The course traces Western Civilization’s greatest artistic achievements, focusing on the geniuses and personalities that created them. Special emphasis is on analyzing aesthetic, symbolic and cultural elements. Study begins with the anonymous ancient Egyptian artists who produced the treasure of Tutankhamen and continues through Classical Greece, The Renaissance, Neoclassicism, and Impressionism. Special attention is given to such artists as Phidias and the Parthenon, Giotto, Leonardo, Michaelangelo, Raphael, Durer, Bernini, Rembrandt, Goya, Monet and Van Gogh.

ARTHIST 310 Art of Asia 3 units
This course introduces students to the arts of Asia and analyzes the visual characteristics of works of art, placing them in their historical and cultural contexts. The course also helps students understand how art changed over time. It traces the history and development of art in China, Japan, Korea, India, Nepal, Tibet, and the countries of South East Asia in an effort to understand the religion and culture that produced it. Prerequisite: 100 level Art History or sophomore standing.

ARTHIST 315 Understanding Modern Art 3 units
This course traces the history and development of Western art during the 19th and 20th centuries in Europe and the United States. The course explores
the intricacies of modern styles and movements in art and explains the form, nature, purpose and significance of the major works against background of the period, such as urban experience and developments in science.

**History**

**HIST 119 Western World I: Ancient World to the Renaissance** 3 units
Beginning with the early civilizations of Southwest Asia and North Africa this course traces the rise of complex, stratified societies, including organized religions, political systems of thought and practice, and the various historical phases of Mediterranean society from the Greeks through the Renaissance.

**HIST 120 Western World II: Renaissance to the Present** 3 units
This course introduces students to the formative influences and developments that have shaped the modern Western world. It examines processes of state formation, scientific and technological change, political and religious upheaval, capitalist development, and territorial expansion as elements in the modernization of the West. The course explores the history of the West as a diverse congeries of peoples, ideas, and movements.

**HIST 140 East Asia: A Historical Survey** 3 units
This course is a survey of East Asian history from the earliest time to the present. The course will be restricted to those aspects of East Asian history that enable us to understand the complexities and diversities in the historical experience of three East Asian countries: China, Japan and Korea. This course concentrates on how three East Asian societies have distinctively achieved their own economic, political, social, and cultural developments, sometimes by way of mutual inspiration, influence or actual interaction with each other, and, later, with a broader world. Same as: INTS 120.

**HIST 210 The City in History** 3 units
This course examines the historical role of the city in prescribing and unsettling the social, economic, and intellectual conditions of the people who live and work in large urban areas. The course explores variations across time and place in the planning, development, social composition, and moral economy of cities as unique and in some cases privileged zones of human interaction, conflict, and exchange. Images of the city drawn from art and literature form the basis for understanding the historical effect of the city on modern life. Prerequisite: 100 level History course or sophomore standing.

**HIST 230 Modern China in Literature and Film** 3 units
This course examines historical issues and problems of modern China (such as women, family, and revolution) through their representations in literature and film. The course considers literature and film in their relation to historical circumstances. Film and literature provide a multiplicity of class, ethnic, gender, generational, and regional perspectives. Prerequisite: 100 level History course or sophomore standing.

**HIST 231 Modern China: Roots of Revolution**
This course is a survey of Modern China, from around 1600 to the present. The course helps students to understand the origins, processes, and outcomes of the revolution in 20th century China. The course analyzes the complex and contradictory process of revolution, including the Communist Revolution and the many other revolutions that have transformed Chinese society and policies. Same as: INTS 261.

**HIST 233 Inventing China** 3 units
This course investigates the unfolding of the idea of “China” in history. The course examines the “invention” of the Chinese past and present according to the circumstances of different periods, political needs, and cultural self-images of the population inhabiting this area of the world and a population that changed quite significantly over time in its constitution. Prerequisite: 100 level History course or sophomore standing.

**HIST 234 Third World and the West** 3 units
This course examines the emergence of the Third World in modern history, the response to and formulation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relation, beginning around 1450 to the present, in which Euro-Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous...
historical problems that still remain in this increasingly globalizing and interactive world. 

**HIST 240  U.S. Cultural and Intellectual History I, 1620-1865  3 units**

This course examines the role of cultural institutions and ideas in the forming of the American mind from the beginning of the 17th century to the Civil War. Topics include Puritanism, the American enlightenment, republicanism, and the debate over slavery. Readings from Anne Hutchinson, Jonathan Edwards, Thomas Jefferson, James Madison, Ralph Waldo Emerson, Margaret Fuller, George Fitzhugh, Abraham Lincoln, and others. **Prerequisite:** AMEREXP.

**HIST 241  U.S. Cultural and Intellectual History II, 1865-1990  3 units**

This course examines the role of cultural institutions and ideas in the forming of the American mind from 1865 to the end of the twentieth century. It explores the influence of native progressive traditions as well as European social thought on modern American thinkers from across the political spectrum. Readings from W.E.B. DuBois, Jane Addams, Henry George, John Dewey, Randolph Bourne, Lewis Mumford, Lionel Trilling, Ayn Rand, Richard M. Weaver, Richard Rorty, William F. Buckley, and others. **Prerequisite:** AMEREXP.

**HIST 305  The American West  3 units**

The course explores the history and development of the American West, a space of settlement and contestation. It examines one of America’s more enduring myths, the idea of the frontier as a continuous line of expansion westward over time. Students compare and contrast the real and the symbolic West as a zone of encounter between different people, empires, and societies. **Prerequisite:** AMEREXP or Instructor Consent.

**HIST 315  Ideas of East and West  3 units**

Some scholars have suggested that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from “Europe” (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and West, as ideas, in significant scholarly and literary works and films, both Euro-American and Asian. The course examines each work in its relation to its historical circumstances to convey a sense of changes historically in such representations and constructions. **Prerequisite:** Any 100 level history course, or sophomore standing. Same as: INTS 316.

**HIST 370  The Intellectual in History  3 units**

This course examines the ambiguities of the intellectual’s role as both a critic of society and an advocate for its highest values and assumptions. Students study the lives of notable Western and non-Western thinkers, public and official reaction to their ideas, and the relation in general between ideas and actions. Some of the thinkers studied include Socrates, Erasmus, Voltaire, Heine, Nietzsche, Kang-Youwei, Yoshida Shoin, and Franz Fanon. **Prerequisite:** Instructor Consent or junior standing.

**HIST 490  Science, Myth, and Religion  3 units**

The myths and religions of humankind, like its scientific truths, are clear examples of the human need to order and objectify existence while submitting the surrounding world to valuations that are emotionally satisfying. The course traces the development and changing functions of science, myth, and religion from ancient times to the present, examining how different cultures and belief systems approach these fundamental sources of knowledge and meaning. **Prerequisite:** Junior or senior standing. Instructor Consent or junior standing.

**Literature**

**LIT 140  Introduction to Literary Studies  3 units**

This course introduces students to literary-critical terminology and to reading and understanding literary works in terms of their cultural and historical situations. The course examines a range of plays, novels, and short stories from various areas, including, but not limited to, Latin America, Europe, and the United States. This course is strongly suggested for all students interested in the study of literature.

**LIT 210  20th Century American Literature  3 units**

This course examines major texts of U.S. literature in the 20th century. Particular attention is paid to how these texts have explored the shifting notions of America’s place in the world during the “American century” and how the social turbulence of the period (including two world wars and military
involvement in Korea and Vietnam, the civil rights movement, the struggle for women's and gay rights, new waves of immigration) has affected the enduring religious and secular visions of America's special place in world history. \textit{Prerequisite: LIT 140 or sophomore standing.}

\textbf{LIT 211} Asian Diaspora \hspace{1em} 3 units

In this course, students will examine the literary and cultural expression produced by the unprecedented migration of Asian people throughout the Western world in the late 20th century. The movement of Asian people into the West allows us to consider the relationship between ethnic, cultural and national identity; questions of home and homeland; themes of exile and return; and the meaning of “culture” in a global and transitional context. Authors we will read may include Salman Rushdie, Anchee Min, and Teresa Hak Kyung Cha. \textit{Prerequisite: LIT 140, or sophomore standing.}

\textbf{LIT 212} Asian Literature \hspace{1em} 3 units

Students taking this course may read and discuss texts from various Asian countries but will focus primarily on works from China and Japan. The literature dealt with in class will be drawn from various periods and genres, with an emphasis on the 19th and 20th centuries. \textit{Prerequisite: LIT 140, or sophomore standing. Same as: INTS 225.}

\textbf{LIT 215} Latin American Literature \hspace{1em} 3 units

This course explores various aspects of the literatures that have developed in Latin America. The works read in class may be drawn from indigenous sources as well as from the Spanish and Portuguese traditions. All works are read in translation. \textit{Prerequisite: LIT 140, or sophomore standing. Same as: INTS 235.}

\textbf{LIT 220} 19th Century American Literature \hspace{1em} 3 units

At the start of the 19th century, the United States was a new nation, still expanding its geographical boundaries, defining its political and social vision, and articulating its place in the world. This course will explore literary works from this dynamic period, selecting them from among the “American Renaissance” authors (Emerson, Whitman, Thoreau, Melville), women writers (Stowe, Jackson, Dickinson, Childs), narratives of former slaves or other writers of color (Douglass, Apeess, Jacobs) and major post-Civil War writers (Twain, Crain). \textit{Prerequisite: LIT 140, or sophomore standing.}

\textbf{LIT 240} The European Novel \hspace{1em} 3 units

This course examines the European novel either in terms of its historical development, its form and cultural function in a specific period, or its embodiment in the works of one or more authors. The focus of the course varies from year to year. \textit{Prerequisite: LIT 140, or Sophomore standing.}

\textbf{LIT 301} Introduction to Classical Literature \hspace{1em} 3 units

This course introduces students to the classical literature of Greece and Rome, primarily poetry and drama, from the 5th century B.C. through Virgil. The course is designed to give students a broad understanding of the major literary works of this period and their historical significance. \textit{Prerequisite: LIT 140, junior standing or Instructor Consent.}

\textbf{LIT 305} Studies in Contemporary Literature \hspace{1em} 3 units

This course examines recent trends in literature and/or criticism across cultures from a comparative point of view. The primary emphasis is on examining the way in which both literary texts and critical methods respond to changing points of view about the individual, culture, and history. The works examined in this class changes from year to year, but normally includes major works of drama and fiction. \textit{Prerequisite: LIT 140, or junior standing. Instructor Consent Required.}

\textbf{LIT 312} Gender and Sexuality \hspace{1em} 3 units

This course uses feminist, psychoanalytic, and queer theoretical paradigms to consider how the seemingly individual and private questions of gender and sexuality intersect with broader social and political questions. This is an interdisciplinary course that draws from literary texts and philosophical and theoretical work in the exploration of these issues. \textit{Prerequisite: LIT 140, junior standing or Instructor Consent.}

\textbf{LIT 314} Ethnic Studies in Literature \hspace{1em} 3 units

Students in this course examine questions of race, racial identity, and race relations in the United States through exploring the literary works of U.S. writers of color. Attention is paid to the shifting meaning of ethnic identity in different historical periods, how economic class is related to our understanding of race, how gender and sexual identity intersect with race and ethnicity, and how social and political forces interact with cultural and artistic production. This is an advanced seminar
class, with substantial research expectations.  
Prerequisite: LIT 140, or junior standing.

LIT 315  Drama and Society  3 units  
This course examines the ways in which the drama has served to represent social and cultural conditions and to transform those conditions.  
Prerequisite: LIT 140, junior standing or Instructor Consent.

LIT 320  Literature of the Americas  3 units  
This course examines the similarities and differences that exist in the literatures of the Americas, focusing on the complex interplay of cultural and literary traditions that have inspired writers in various parts of the hemisphere.  
Prerequisite: LIT 140, junior standing or Instructor Consent.

LIT 490  Critical Perspectives  3 units  
This course examines recent trends in literary theory and critical approaches to literary texts.  
Prerequisite: Junior or Senior standing. Instructor Consent Required.

Music

MUSIC 150  Music of the World I: Africa, Asia, and the Americas  3 units  
This course is a survey of traditional non-Western musics, primarily from Africa, Asia, and the Americas. It is designed to help students develop their skills in making, listening to, and describing music, and through this engagement, to deepen students’ appreciation of both the universal human activity of music-making and some of the specific cultures and peoples involved in it and their histories. The course is open to all students regardless of level of previous musical training.

MUSIC 151  Music of the World II: Europe and the Middle East  3 units  
This course is a survey of musics from Europe and the Middle East, including both “classical” and “folk” traditions. It is designed to help students develop their skills in making, listening to, and describing music, and through this engagement, to deepen their appreciation of both the universal human activity of music-making and some of the specific cultures and peoples involved in it, their histories and interactions. The course is open to all students regardless of level of previous musical training.
MUSIC 315  Studies in Ethnomusicology  3 units
This course immerses students in the musical, historical, and cultural contexts of musical traditions from three different areas of the world. The course examines the technical aspects of this music and provides students with opportunities for performance and listening. It also explores the function of music in a given society, with particular attention to the relation between music and culture. Prerequisite: MUSIC 150 or 151. Instructor Consent Required.

Philosophy

PHIL 100  Introduction to Philosophy  3 units
This course examines the history of Eastern and Western philosophy and the various approaches within philosophy. Themes to be explored may include the nature of knowledge, the self, the family, the community, meaning of death, social roles, gender, friendship, violence, oppression, freedom, imagination, reason, emotion, embodiment, skepticism, technology, creativity, and meditative thinking.

PHIL 110  Ethical Frameworks and Issues  3 units
This course examines the major philosophical approaches to ethics and contrasts them with other cultural and critical approaches. Among the frameworks to be discussed are rational universalist principles, virtue ethics, rule-based or deontological ethics, utilitarianism, social contract, narrative ethics, feminist ethics, and Buddhist ethics. Contemporary issues that pose ethical dilemmas are examined throughout the course.

PHIL 200  Eastern and Western Philosophy: Questions of Knowledge and Reality  3 units
This course examines ways in which Eastern and Western philosophies have analyzed how we can know the world and what is the nature of reality. Topics may include limits of reason, other ways of knowing the world, and the idea of being as compared with emptiness. Texts will be drawn from the Hindu, Buddhist, Taoist, Confucian, and European (and American) traditions. Prerequisite: 100 level Philosophy course or Instructor Consent.

PHIL 201  Eastern and Western Philosophy: Questions of Value  3 units
This course examines ways in which Eastern and Western philosophies have analyzed how we can value aspects of our experience ethically and aesthetically. Topics may include differing notions of good and evil, of the good person, of the beautiful, sublime or the ugly, and of what is the nature of art. Texts will be drawn from the Hindu, Buddhist, Taoist, Confucian, and European (and American) traditions. Prerequisite: 100 level Philosophy course or Instructor Consent.

PHIL 211  Philosophy and Literature  3 units
This course examines the variety and history of philosophy viewpoints as expressed within literature. The course may examine philosophies in different cultural contexts as expressed within their literature, and the also the relationship between philosophy and literature. Prerequisite: 100 level Philosophy course or Instructor Consent.

Religion

REL 104  World Religions Today  3 units
This course explores the major religious communities today to identify their common patterns and points of difference and to find methods of understanding and engaging human life in its religious depth. Topics include distinctive practices, primary stories, scriptures, relation to society, and attitudes on issues of nature, gender, life-and-death, justice, and global citizenship.

REL 110  The Bible and Buddhism  3 units
Scriptures are a primary means to inspire, guide, and distinguish the faith of people and their different religious communities. This course explores the development and use of scriptures by Westerners (Jews, Christians, and Muslims) and Buddhists (Nikaya, Mahayana, and Vajrayana), examining their diverse personal and social interpretations. The course also considers how communities create scriptures and how scriptures create communities.

REL 203  Christian Thought and Practice  3 units
This course explores Christian thought and practice as they have developed doctrinally, historically, and regionally. Primary texts are used as well as studies drawn from culture, literature and different
Christian perspectives. **Prerequisite: REL 104 or sophomore standing.**

**REL 206 Islamic Thought and Practice**
3 units
This course explores Islamic thought and practice as they have developed doctrinally, historically, and regionally. Primary texts are used as well as studies drawn from culture, literature, and different Islamic perspectives. **Prerequisite: REL 104 or sophomore standing.**

**REL 220 Socially Engaged Buddhism**
3 units
This course examines major forms of Buddhist social activism and modern reform movements in their cultural contexts. Attention is given to the interplay of individual, social, and universal values (such as morality, meditation, wisdom, and institutional responsibility) as they relate to the challenges of building a global community. **Prerequisite: REL 104 or sophomore standing. Same as: INTS 212.**

**REL 307 Christianity of Latin America**
3 units
This course examines the dominant mode of religious expression in Latin America: Christianity. Though primarily associated with the Roman Catholic Church, Protestantism has made significant inroads in recent years. Liberation theology and other Christian movements have emerged to challenge regnant orthodoxies and practices. Christian practice has been modified by local culture and, in turn, has modified culture and has been a major influence on government and society. No serious discussion of Latin America is possible without knowledge of the history and role of Christianity. **Prerequisite: REL 104. Junior standing or Instructor Consent.**
OVERVIEW
The International Studies concentration is designed to provide students with an in-depth understanding of the global arena, with a special focus on the Pacific Basin. Students learn to integrate complex and diverse historical experiences with the study of national, regional, and global issues. Beyond providing substantive knowledge, the concentration highlights the sources of war and peace, including the peaceful resolution of conflict, human rights, the aspirations of people to live free and independent lives, indigenous and local movements, economic development, security issues, and the growing role of regional and worldwide organizations in the international arena. The role of culture, ethical conduct, and the contribution of individual initiative is examined in each of these topics. To accomplish these goals, the international studies concentration curriculum requires students to take at least five courses from the various fields of the concentration. All other students at Soka University take at least one course in International Studies. These courses are designed to allow students to learn about particular countries, geographical regions of the world, and global processes and issues. Students who choose this concentration are encouraged to make use of Learning Clusters to deepen their knowledge in international studies. In addition, the concentration provides students with an understanding of the problems and challenges of our global environment. By examining the effects of globalization, international and domestic conflicts, legacies of the past, ecological issues, resource distribution, social organization, and human rights, students are better positioned to search for solutions to global challenges.

CAPSTONE EXPERIENCE
CAPSTONE 400 Capstone I 4 units
All SUA students will participate in a capstone project over the last semester and block of their senior year. This project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor, either individually or in a team, to propose, develop and carry out a project. Students will meet regularly throughout their project, in groups of ten with a capstone coordinator for support and feedback. All students will give a public presentation of their project at the end of their senior year. Prerequisite: Senior standing. Instructor Consent Required.

CAPSTONE 450 Capstone II 4 units
Continues Capstone I. Prerequisite: CAPSTONE 400. Instructor Consent Required.

REGIONAL STUDIES

INTS 120 East Asia: A Historical Survey 3 units
This course is a survey of East Asian history from the earliest time to the present. The course is restricted to those aspects of East Asian history that enable us to understand the complexities and diversities in the historical experience of three East Asian countries: China, Japan, and Korea. This course concentrates on how three East Asian societies have achieved their own economic, political, social, and cultural developments, sometimes by way of mutual inspiration, influence or actual interaction with each other, and, later, with a broader world. Same as: HIST 140.

INTS 130 Introduction to Latin American Studies 3 units
This course explores the geography, history, culture, society, government and economies of Latin America. It examines enduring themes and issues central to the understanding of Latin America today, such as regime change and economic development. The course covers key actors and organizations affecting Latin America, such as political parties, the Church, the military, land reform movements, and the United States. It also looks at regional associations, including the Organization of American States, NAFTA, and other emerging efforts at regional cooperation.

INTS 140 North America 3 units
The course introduces students to the history, culture and institutions in the North America region. Countries included are Mexico, Canada, and the United States. The course focuses on social, economic, and political relations in the region, including the origin of trade, and commercial relations such as the North America Free Trade Agreement (NAFTA) and issues surrounding immigration and the environment.
INTS 150  Introduction to Southeast Asian Studies 3 units
This course explores the geography, history, culture, society, government and economies of Southeast Asia. Focusing on the historical background of Southeast Asian societies, the course examines the ethnic and religious composition of the region, colonialism, nation-building and economic development, efforts at regional cooperation such as ASEAN, and some of the major choices and controversies that Southeast Asians face today.

INTS 155  South Asia 3 units
This course introduces the geography and history of South Asia. It examines the socio-cultural, linguistic, ethnic, and cultural layers of India, Pakistan, Sri Lanka, and Nepal, with emphasis on colonialism, nationalism, non-violent movements and their role in the world economy and in international relations.

INTS 221  History of East Asian-American Relations 3 units
This course is a historical survey of East Asian-American relations from around 1800 to the present, with special emphasis on the origins and changes of American thinking about three East Asian countries: China, Japan, and Korea. It also examines American interests in East Asia.

INTS 225  Asian Literature 3 units
Students taking this course may read and discuss texts from various Asian countries, but focus is on works from China and Japan. The literature dealt with in class is drawn from various periods and genres, with an emphasis on the 19th and 20th centuries. Prerequisite: LIT 140, or Sophomore standing. Same as: LIT 212.

INTS 235  Latin American Literature 3 units
This course explores various aspects of the literatures that have developed in Latin America. The works read in class may be drawn from indigenous sources as well as from the Spanish and Portuguese traditions. All works are read in translation. Prerequisite: LIT 140, or Sophomore standing. Same as: LIT 215.

INTS 321  Economic Development in Pacific Asia 3 units
A survey of economic development of the region in the 20th century. The course examines the role of history, culture, and institutions in the economic development of the region, as well as government strategies and policies that promoted or hindered economic growth and development. Prerequisite: INTS 100.

Country Studies

INTS 251  India 3 units
This course explores India’s geography, history, culture, and society. It also emphasizes issues such as national development, peaceful resolution of conflicts, human rights, and the environment.

INTS 261  Modern China: Roots of Revolution 3 units
This course is a survey of modern China, from around 1600 to the present. The course helps students to understand the origins, processes, and outcomes of the revolution in 20th century China. The course analyzes the complex and contradictory process of revolution, including the Communist revolution and the many other revolutions that have transformed Chinese society and politics. Same as: HIST 231.

INTS 271  The Emergence of Modern Japan 3 units
This course is a survey of modern Japan from the mid-19th century to the present, with emphasis on historical issues that have led to diverse understandings and interpretations. The course focuses on the development of modern ideology, social relationships, and economic and political institutions in a global context. The course takes the development of Japanese capitalism in the global economic system as the central event of modern Japanese history and of Japan’s changing place in the world during the 20th century.

INTS 262  China’s Economic Development & Economic Reform 3 units
A survey of China’s economic development under the centrally planning socialist system since 1949, and the on-going economic reform since 1978. China’s role in regional economic growth, and its economic relationship with the world economy will also be addressed.

INTS 281  Politics of Mexico 3 units
This course provides an introduction to the places, people, institutions, and events that have shaped contemporary Mexico, providing students with a better understanding of modern Mexico and its
relations with the United States and the global system. Emphasis is on historic, economic, cultural, and political processes such as modernization, revolution, dependency, democratization, and globalization.

**Global Studies**

**INTS 100  Principles of Economics  3 units**
This course provides a survey of economic principles in both microeconomics and macroeconomics. It introduces students to the basic economic concepts fundamental to understanding daily life economic observations, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. *Same as: ECON 100.*

**INTS 111  Introduction to International Relations  3 units**
This course gives students a basic introduction to the patterns of relations between different nations and actors on the world stage. Emphasis is on the changing nature of “international” politics, in which the role of the nation-state appears to be on the decline. The course considers new opportunities and challenges for maintaining security and peace, promoting economic prosperity, improving the quality of human life, and assuring the sustainable development of the natural world, as it explores various policy issues of the new global era (e.g. human rights, environmental protection, and terrorism).

**INTS 114  Introduction to Peace Studies  3 units**
This course begins with a focus on the historical causes of war and conflict (including economic, national/ethnic identity, religious, ideological, technological, environmental and other aspects), arms control and disarmament, and the threat of nuclear war, and it continues with a post–Cold War emphasis on the possibilities for nonviolent ways of dealing with conflict and for lasting peace in the future. It examines the internal/personal and interpersonal sources of conflict in daily life and introduces such topics as “cultures of peace.” Topics explored include grassroots peace movements, nonviolence, international law and NGOs, peacekeeping and peacemaking, the role of individual peacemakers in their local communities, and current research in the field of peace studies.

**INTS 205  Introduction to Human Rights Studies  3 units**
The course explores the concept of human rights and asks key questions with regard to individual, inalienable rights as well as groups’ rights not to be oppressed collectively. Human rights are discussed as a broader range of rights that are not simply defined by laws but rather by the norms or standards of the world as a whole. Specific cases, both historical and current, are discussed.

**INTS 211  U.S. Foreign Policy  3 units**
This course focuses on the formation, objectives, and application of U.S. foreign policy. Particular attention is given to the historical development of U.S. policy toward other major powers and regions (including Africa, Asia, Europe, and Latin America). The course considers the relations of the United States with international organizations, as well as the role of domestic actors and organizations important to U.S. foreign policy. Special consideration is given to the conflicting tendencies
of “realism” and “idealism” as manifested in issues such as trade, security, human rights, and the environment.

INTS 212 Socially Engaged Buddhism
This course examines major forms of Buddhism social activism and modern reform movements in their cultural contexts. Attention is given to the interplay of individual, social and universal values (such as morality, mediation, wisdom, and institutional responsibility) as they relate to the challenges of building a global community. Prerequisite: INTS 111, or Instructor Consent. Same as: POLISCI 350.

INTS 215 Women's Studies 3 units
The course is a historical and cross-cultural examination of women's issues. The approach is multidisciplinary and draws on the humanities, social sciences, life/physical sciences, and other fields of study. The course is based on research that views women from their own perspectives rather than from the points of view of what men have traditionally studied, claimed, or written about women. The course examines historical and intellectual roots in worldwide movements for social change and equality. The course also offers a holistic approach to the study of fundamental issues of sex and gender—how they have been reflected in culture and history, how they shape social, political, economic and institutional organization as well as personal experience and perception, and how they interact with issues of race, ethnicity, and class.

INTS 293 The Third World and the West
This course examines the emergence of the Third World in modern history, the response to and reformation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relations, beginning sometime around 1450 to the present, in which Euro Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous historical problems that still remain in this increasingly globalizing and interactive world. Same as: HIST 234.

INTS 304 United Nations and World Politics
This course offers students the opportunity to study the work and processes of the United Nations System. The goal of this course is to build on previous knowledge in pursuing a more advanced understanding of what, how and why the United Nations System does what it does. Special focus is given to the work of the United Nations in the areas of: International Peace and Security, Human Rights and Humanitarian Affairs, and Development. Prerequisites: INTS 111, or Instructor Consent. Same as: POLISCI 350.

INTS 305 Democracy and Democratization 3 units
This course looks at the concept of democracy in an effort to understand what does or does not constitute a democratic society. The course explores recent waves of global and/or regional democratization, highlighting the factors that promote transitions to democracy. In addition, the course considers those factors that scholars have identified as being necessary for the consolidation or stability of democratic regimes. Finally, the course explores the effects of democracy, with an eye toward understanding whether competitive elections and political rights can help to ameliorate social problems such as inequality, injustice, and ethnic or racial conflict. Prerequisite: Any International Studies course. Instructor Consent Required.

INTS 310 Religious Issues in the Global Economy 3 units
Religious and ethnic differences are often seen as causes of conflict. Many countries in Asia, such as China, Iran, and Thailand, still support and control religion as essential to national unity, and some European nations, such as England, and Germany, still have state religions. But world religions such as Islam, Christianity, and Buddhism claim a higher authority than any nation and often challenge government policies and the status quo (such as liberation theology or socially engaged Buddhism). This course explores the roles religion plays nationally and internationally, especially as a force for social conflict, integration, or development. Prerequisite: REL 104, or sophomore standing. Instructor Consent Required.

INTS 316 Ideas of East and West
Many scholars have argued that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from “Europe” (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and
West, as ideas, in significant scholarly and literary works, and films, both Euro-American and Asian. The course examines each work in its relationship to its historical circumstances in order to convey a sense of changes historically in such constructions and representations. **Prerequisite: Any 100 level International Studies or history course, or sophomore standing. Same as: HIST 315.**

**INTS 335  Indigenous Peoples of Latin America**

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It attempts to understand how indigenous communities and identities have been formed from the conquest through today through such processes as colonialism, integration into the global economy, racism and racial hierarchies, civil war, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to those processes through retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples, not as social isolates, but rather as the products of complex processes through which communities, identities and inequalities are produced. **Prerequisites: ANTH 100 or SOC 100 or INTS 130. Same as: ANTH 320.**

**INTS 361  Economic Development 3 units**

This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in developing economies and attempts to explore possible means to overcome the obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. **Prerequisite: INTS 100. Same as: ECON 330.**

**INTS 362  International Economics 3 units**

This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finance. It illustrates the philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade vs. protectionism, and international resources movement. **Prerequisite: INTS 100. Same as: ECON 340.**

**INTS 365  Comparative Social and Political Systems 3 units**

This course provides an introduction to the varying ways in which societies around the world organize and govern themselves. Students examine different “political regimes,” including “democratic,” “authoritarian,” and “developing” regimes. They also explore how and why political regimes change, paying particular attention to the emergence of democratic and market societies around the world. To understand global societies and political systems in more detail, students consider the history, society, and contemporary political systems of a handful of exemplary countries such as Great Britain, Japan, Russia, China, Mexico, and Nigeria. **Prerequisite: Any International Studies course. Instructor Consent required.**
OVERVIEW

SUA’s concentration in social and behavioral sciences strives to understand human lives, human behavior, and institutions (formal and informal) in their social contexts. The concentration embraces an interdisciplinary approach to examining cultural diversity, social problems, and human behavior, incorporating perspectives from sociology, economics, psychology, anthropology, linguistics, and political science. These courses provide students with tools to examine and address global issues and concerns.

Students who select the social and behavioral sciences concentration take five courses in the concentration. They also are strongly encouraged to use Learning Clusters to deepen their knowledge in social and behavioral sciences. Students may opt to focus on one of the disciplines represented in the concentration or to take a broader array of social and behavioral sciences courses.

The SBS concentration contributes to the university’s mission to foster a steady stream of global citizens living a contributive life. Graduating students in the concentration will be able to demonstrate an understanding of social science methods of inquiry (qualitative and quantitative). They also will be able to demonstrate an understanding of how groups, institutions, societies, and/or cultures shape and are shaped by human behavior. The concentration develops in students the ability to articulate an awareness of the interplay between genetic, social, and cultural influences on human behavior, and it gives them an understanding of the major issues and questions posed by the different S&BS disciplinary approaches.

CAPSTONE EXPERIENCE

CAPSTONE 400 Capstone I 4 units
All SUA students will participate in a capstone project over the last semester and block of their senior year. This project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor, either individually or in a team, to propose, develop and carry out a project. Students will meet regularly throughout their project, in groups of ten with a capstone coordinator for support and feedback. All students will give a public presentation of their project at the end of their senior year. Prerequisite: Senior standing. Instructor Consent Required.

CAPSTONE 450 Capstone II 4 units
Continues Capstone I. Prerequisite: CAPSTONE 400. Instructor Consent Required. Prerequisite: senior standing.

COURSE DESCRIPTIONS

These are intermediate level courses, designed primarily for SBS students who have already taken several concentration courses. These courses offer contextualizing perspectives on the methods and history of social and behavioral sciences.

Anthropology

ANTH 100 Introduction to Socio-Cultural Anthropology 3 units
This course is an introduction to the sub-discipline of Socio-cultural Anthropology, which is the study of contemporary human cultures and societies. The course introduces the basic terminology and theoretical perspectives used by anthropologists to understand the variety of ways that humans organize themselves and the cultural logic through which they think about the world and social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, in order to help students think beyond their own cultures, as well as critically examining common sense assumptions about the world, society, inequality, and human nature.

ANTH 150 Human Origins 3 units
This course introduces students to biological anthropology and anthropological archaeology; those portions of the discipline concerned with human prehistory and continuing human development. The course examines reconstructions of the human record based on fossil and artifactual evidence of human biological and cultural change over time. It considers various theories of human biological evolution and the emergence of culture, humanity’s unique ecological niche. The course also examines the value of studies of contemporary primate behavior in formulating hypothesis about early human adaptation.
ANTH 320 Indigenous Peoples of Latin America
This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It attempts to understand how indigenous communities and identities have been formed from the conquest through today through such processes as colonialism, integration into the global economy, racism and racial hierarchies, civil war, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes through retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples, not as social isolates, but rather as the products of complex processes through which communities, identities and inequalities are produced. Prerequisite: ANTH 100 or SOC 100 or INTS 130. Same as: INTS 335.

Economics

ECON 100 Principles of Economics 3 units
This course provides a survey of economics principles in both microeconomics and macroeconomics. It introduces students to the basic economic concepts fundamental to understanding daily life economic observations, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. Same as: INTS 100.

ECON 201 Microeconomics 3 units
This course examines the modern theories of the market system, demand and production, and the interaction of consumers and firms under various market conditions. Students learn how market forces determine prices, resource allocation, and income distribution. Students are also introduced to public policy evaluation and welfare economics. Prerequisite: ECON 100.

ECON 202 Macroeconomics 3 units
This course introduces the factors that determine national income, employment, unemployment, inflation and economic growth. The course also examines the tools of monetary and fiscal policy available to policy makers and the impact of policy on the economy. Prerequisite: ECON 100.

ECON 310 Financial Economics 3 units
In this course, students are introduced to the analysis of financial assets and institutions. The course emphasizes modern asset pricing theory and the role of financial intermediaries, and their regulation, in the financial system. Topics covered include net present value calculations, asset pricing theories, financial derivatives, the efficient market theory, the term structure of interest rates, and banking. Prerequisite: ECON 100.

ECON 320 Economic Policy 3 units
An introduction to the analysis of government policies in expenditures, taxes, and intergovernmental fiscal relations. Students are introduced to: 1) the economic principles of the public sector, especially the efficiency and income distribution effects of tax/expenditure policies; and 2) the evaluation of the effect of economic activity on the environment, and an economic comparison and evaluation of alternative approaches to controlling environmental damage. Students investigate current policy problems, such as the role of the government in education, health care, environment, and welfare reform. Prerequisite: ECON 100.

ECON 330 Economic Development 3 units
This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in developing economies and attempts to explore possible means to overcome the obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. Prerequisite: ECON 100. Same as: INTS 361.
ECON 340  International Economics  3 units
This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finance. It illustrates the philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade vs. protectionism, and international resources movement. Prerequisite: ECON 100. Same as: INTS 362.

Linguistics

LINGUIS 100  Introduction to Linguistics  3 units
This course introduces students to the major areas of linguistics: phonology, syntax, semantics, psycholinguistics, and pragmatics. Special emphasis is placed on syntax and semantics.

LINGUIS 201  Psycholinguistics  3 units
This course introduces students to psycholinguistics, giving special attention to language acquisition, mental models, neural networks, and the representation of meaning. It explores the dominant theories in the field, such as Piaget’s stage theory and Vygotsky’s social-construction theory, and provides an overview of the relation between mind and language.

Political Science

POLISCI 110  American Government and Politics  3 units
This course analyzes U.S. politics and institutions. Key elements of the American political system are considered, such as the founding of the nation, elections, political parties, interest groups, public opinion, Congress, the presidency, the courts, and bureaucracy.

POLISCI 120  Political Theory and Ideology  3 units
This course examines perennial issues in political thought, such as justice, equality, the common good, and individual rights. The course also looks at how political theory has developed into ideologies that have guided governments and social movements. The course examines ideologies, such as nationalism, fascism, communism, and democracy.

POLISCI 230  American Political Thought  3 units
This course examines the main themes of American political thought from the Puritan experience, through the American founding, the Civil War, and 20th century developments.

POLISCI 300  Founders and Foundings  3 units
Founders and foundings is a significant theme of the history of political philosophy. The class draws on political theory, history, and literature to examine the importance of founders and foundings to the great human enterprises that have shaped mankind. Prerequisite: POLISCI 120.

POLISCI 315  Latin American Politics  3 units
This course provides an introduction to Latin America by exploring its rich history, including ancient civilizations, the colonial period, and the contemporary republican era. The course also examines some of the key current challenges that face Latin America as a whole, such as the debt crisis, democratization, the illegal narcotics trade, revolutionary movements, militarism, economic development, and U.S. influence.

POLISCI 350  United Nations and World Politics  3 units
This course offers the opportunity to study the work and processes of the United Nations System. The goal of this course is to build on previous knowledge in pursing a more advanced understanding of what, how and why the United Nations System does what it does. Special focus is given to the work of the United Nations in the areas of: international peace and security, human rights and humanitarian affairs, and development. Prerequisite: INTS 111 or Instructor Consent. Same as: INTS 304.
Psychology

PSYCH 100  Introduction to Psychology 3 units
This course offers an overview of the principal perspectives and content areas in psychology and prepares students to take upper-level psychology classes. Students research methods in psychology as well as the distinction between basic and applied research and how this distinction is manifested in present-day divisions of psychology. Topics include social and developmental processes, neurobiology, personality, psychological disorders, sensation and perception, learning and memory, language, and applied areas.

PSYCH 320  Social Psychology 3 units
Social psychology may be defined as the influence of actual, imagined, or implied others on individual cognition, emotion, and behavior. Course content progresses from intra-psychic to interpersonal topics to small-group processes. Students learn and evaluate social psychological research methodology and think critically about course topics and presented research. They also learn to apply theories and concepts to real-world situations as appropriate. Prerequisite: PSYCH 100.

PSYCH 330  Psychological Disorders 3 units
This course provides an introduction to a wide variety of psychological disorders and their treatments. Definitions of “abnormality” and methods of disorder assessment are examined. Different perspectives on causes of disorders as well as treatments are compared and contrasted. Topics include mood disorders, anxiety disorders, schizophrenia, and personality disorders. Upon successful completion of the course, students will have a greater understanding of how psychological disorders are discussed both in professional circles and in the lay media. Prerequisite: PSYCH 100.

PSYCH 340  Personality Psychology 3 units
This course provides an overview of the principal theories of personality and human behavior. A wide range of perspectives on personality are presented and evaluated. Students investigate and evaluate various measures of personality assessment and various methods of researching personality. Basic principles of personality structure and personality development are covered. On completion of the course, students will be able to recognize, critique, compare and contrast various theoretical perspectives on personality, as well as apply these theories to real-world situations. Prerequisite: PSYCH 100.

PSYCH 350  Developmental Psychology 3 units
This course introduces the origins, tenets, and effect of the major theories of human development. Students discuss the problems associated with these theories, the research evidence relevant to the theories, and the advantages of a multi-disciplinary approach in forming a more complete and accurate assessment of development. The course elucidates how new capabilities emerge in the biological, behavioral, intellectual, emotional, cognitive, and social domains and how they change from infancy to adulthood. The methods employed to study particular developmental questions, and their strengths and weaknesses, are considered. Topics include genetics and the environment, prenatal development, perceptual and motor development, attachment and temperament, language, the family system, and peer influences. Prerequisite: PSYCH 100.

PSYCH 360  Cross-cultural Psychology
Culture is one of the most important, yet often mistreated, if not ignored, determinants of human behavior. Through a close examination of relevant psychological literature, this course is designed to accomplish the following goals. The first goal is to understand and recognize the importance of culture in influencing people’s thinking pattern, emotional experiences, and subsequent behavior. The second goal is to examine and uncover what aspects of human nature are universal and what aspects are currently relative. The third, and most important goal, is to increase students’ cultural awareness to help them effectively deal with challenges of cultural diversity that exist in their everyday lives (e.g., at home, at school, at work, etc.) Prerequisite: PSYCH 100.

PSYCH 370  Psychology of Education
This course applies principles and methods of psychology to the thought and behavior of individuals who are part of the educational system. Topics may include student learning and cognition, student motivation, evaluation of student performance, effective instruction, student moral, and cognitive and social development as it applies to the educational setting. Prerequisite: PSYCH 100.
PSYCH 410 Close Relationship and Interpersonal Processes
This seminar offers an in-depth analysis of the means by which individuals develop and maintain close relationships. The course will examine various orientations to the study of close relationships, which may include interdependence, attachment, love, and commitment. The course may also address processes in distressed relationships (e.g., stalking or abuse). Prerequisite: PSYCH 100 and any 300 level PSYCH course, or Instructor Consent.

PSYCH 420 Self and Identity
Our sense of self provides meaning and coherence to our lives; it is the lens through which we view and interpret the world. This seminar investigates theoretical and empirical approaches to the structure and functions of the self. Topics may include self-esteem (e.g., positive and negative consequences of high self-esteem), the evolution of the modern self, cultural conceptions of the self, self-control successes and failure, self-presentation, how individuals protect the self from negative feelings, ideal selves and self-change or transformation, and the interplay between the self and close others. Prerequisite: PSYCH 100 and any 300 level PSYCH course, or Instructor Consent.

Social and Behavioral Sciences

SBS 210 Social Science Research Methods 3 units
This course offers an introduction to the major qualitative and quantitative research methods of social science inquiry and analysis. Methods to be examined include document analysis, participant observation, interviewing, case studies, surveys, correlational studies, experiments, and statistics. Sources of bias and ethical issues in social science research also are considered. Students are encouraged to examine the interrelations between particular research methodologies and particular theories of human behavior. Prerequisite: Sophomore standing, and successful completion of at least one social and behavioral science course.

SBS 310 The History of Social Science Theory 3 units
Two events, the scientific revolution of the 17th and 18th centuries and the rise of “society” as an organizational principle, converged to make possible the scientific study of society, the belief that individuals, communities, and society itself could be studied with the same precision and levels of predictability as natural phenomena. The social sciences of sociology, economics, anthropology, history, political science, and psychology emerged in response to these and other concerns that are the topic and focus of this course. Students explore the social, cultural, and historical foundations of these disciplines, their early effect on both popular and “official” ideologies, and their continuing relevance to human understanding.

Sociology

SOC 100 Introduction to Sociology 3 units
This course provides a basic introduction to and overview of the field of sociology, including basic concepts, terms, major theories, perspectives, and approaches employed in the discipline. The course examines the major social institutions that are the subject of the field and the sociological approaches employed to understand these institutions and their functions. Using the tools acquired in this course, students analyze in greater depth an institution of their choice, placing it in a comparative and global context.

SOC 220 Social Problems 3 units
This course introduces students to major social problems in America and other societies. Students learn to apply sociology concepts and theories and to analyze the problems. Emphasis is placed on problem solving, discussion, and debate.

SOC 230 Sociology of Education 3 units
This course provides an overview of schooling, its purpose and function in historical and contemporary societies. It introduces theoretical and methodological perspectives for understanding the purpose, structure, and function of educational systems in various societies. Students examine, discuss, and debate multiple perspectives regarding the roles, purposes, and outcomes of schooling, and they conduct an in-depth study of a major issue regarding schooling in different societies. Prerequisite: SOC 100 or Instructor Consent.

SOC 392 Social Stratification and Inequality 3 units
This course examines the many facets of inequality and rankings that exist among various groups and organizations in different societies, as well as methods of assessing inequality. Students engage...
in cross-cultural comparisons to explore global stratification and inequality between countries and produce a project that entails a cross-cultural, comparative analysis. **Prerequisite: ANTH 100 or SOC 100.**

**Topics in Anthropology and Sociology**

**ANSO 291 Gender and Society 3 units**  
This course examines the social and political implications of gender from a cross-cultural perspective. It compares patterns of behavior and belief systems surrounding gender, sexuality, marriage, parenthood, male and female power, and masculine and feminine temperament. Topics include the ways in which cultural factors modify and exaggerate the biological differences between the sexes, positions of men and women historically and in various types of societies, and how gender is constructed in conjunction with other identities, such as race, class, and nationality. **Prerequisite: ANTH 100 or SOC 100.**

**ANSO 390 Race and Ethnicity 3 units**  
This course examines sociological and anthropological perspectives on race and ethnicity. Drawing on case studies from the United States, Asia, Africa, and elsewhere, the course explores the nature of ethnic identity, the cultural construction and social meaning of “race,” racial and ethnic stratification, and the dynamics of ethnic change. The course also addresses current theory on the politics of identity and the interplay between gender, religion, and ethnic and racial identity. **Prerequisite: ANTH 100 or SOC 100.**
FACULTY

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Andy Garcia
Mechanical Supervisor.

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Telephone calls may either be made to direct dial numbers or to the Soka University switchboard, (949) 480-4000. Mail inquiries can be addressed to the appropriate office at the campus address. As an added convenience, students may reach us at our web site: www.soka.edu.
DIRECTIONS TO SUA

From Interstate 5: go to Oso Drive exit and turn west.

Oso becomes Pacific Park Drive — just stay on it, continuing about five miles until you reach Wood Canyon Drive.

Turn left and after one mile you will see Soka University on the right hand side of the road.

From the San Joaquin Hills Tollway (Route 73) going south from Newport Beach: take the Aliso Creek off-ramp.

Turn right on Aliso Creek, right on Pacific Park Drive, and left on Wood Canyon Drive.

Campus site will be on your right as you go down the hill.
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