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PRESIDENT’S MESSAGE

Welcome to Soka University of America, Aliso Viejo! We hope this catalog will answer many of the questions you may have about our beautiful new campus in Southern California. You can also find additional information at www.soka.edu.

Let me share my pride that Soka University of America (SUA), founded in 1987, now has two outstanding campuses.

SUA, Calabasas offers a Master’s program specializing in Second and Foreign Language Education with a concentration in Teaching English to Speakers of Other Languages (TESOL).

SUA, Aliso Viejo offers a four-year, nonsectarian, residential liberal arts education with emphasis areas in Humanities, International Studies, and Social and Behavioral Sciences. All of our students study a second language and participate in a semester of internship/study abroad in their junior year. Our laptop campus features over 3,800 computer ports and students have access to the latest technology. These are all important attributes, but the heart of Soka education is the student-centered learning that happens inside of our classrooms. With a 9:1 student/faculty ratio, SUA offers students the opportunity to know every faculty member personally. SUA is a place where faculty and staff are committed to helping all students develop to their fullest potential.

Both of our fine campuses are committed to the goal of providing students of the coming century with an educational opportunity that "fosters love for humankind, develops character, provides an intellectual basis for the realization of peace and empowers learners to contribute to and improve society."

This is the challenge given to us by our founder, Daisaku Ikeda – and this is the challenge we strive to meet with the generous support that SUA is receiving from all over the world.

Daniel Y. Habuki, Ph.D.
President

HISTORY

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 Daisaku Ikeda, an educator and the current president of the Soka Gakkai International (SGI). The Soka schools, which range from kindergartens to the 8,800-student Soka University of Japan, have established a tradition of humanistic learning and scholarship where the focus is on each student’s growth and development. Soka means "to create value."
Soka education has its origins in the work of Tsunesaburo Makiguchi, a Japanese educator and Buddhist leader. During World War II, Makiguchi was arrested by Japanese military authorities for his opposition to the war and for his defense of religious freedom. He died in prison in 1944.

The small education society that Makiguchi founded in 1930 has since grown to become one of the world's largest lay Buddhist organizations. Today, members of the SGI work for education, cultural exchange, and peace in 165 countries.

In 1987 Ikeda founded Soka University of America (SUA). SUA is an independent non-profit organization with two campuses. SUA, Calabasas currently offers a Master’s program specializing in Second and Foreign Language Education with a concentration in Teaching English to Speakers of Other Languages (TESOL). In 1995, SUA acquired a 103-acre site in Aliso Viejo for a new private, non-profit four-year liberal arts college that opens to its first freshman class in August, 2001.

**Mottoes**

-- Be philosophers of a renaissance of life.

-- Be world citizens in solidarity for peace.

-- Be the pioneers of a global civilization.

**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 of America, Aliso Viejo (SUA, Aliso Viejo) is a selective, independent, non-profit, co-educational, comprehensive institution of higher learning. The university offers a comparative study of Eastern and Western perspectives integrated across a nonsectarian liberal arts curriculum. SUA seeks both national and international students. Founded on the Buddhist principles of peace, human rights, and the sanctity of life, SUA is open to students of all beliefs and is committed to diversity in its academic community. Soka University, Aliso Viejo opens in the fall of 2001 to its first 120 freshman students. Ultimately, the university plans to serve 1,200 residential undergraduate and graduate students. The student-faculty ratio is 9 to 1 (5 to 1 the first year). Other programs, including educational access for adult students and graduate programs through the doctorate, are planned for the future.
SUA is founded on the belief that student-centered education is the best way to promote peace and human rights by fostering a global humanistic perspective on the world in which we live. The university prepares students for graduate studies and the world of work in an increasingly diverse and global society.

VALUES

What our world most requires now is the kind of education that fosters love for humankind, that develops character – that provides an intellectual basis for the realization of peace and empowers learners to contribute to and improve society.

These educational objectives are fostered at the university through the commitment to rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity. SUA believes that education is an integrating process in which students gain an awareness of the interdependence of themselves, others and the environment. Wisdom, courage, and compassion – values treasured by the university – do not exist in isolation. They emerge in individuals as they learn the importance of service to others, to the natural world around them, and to the great cause of peace and freedom.

STATE APPROVAL AND ACCREDITATION

Soka University of America has received Institutional Approval from the California Bureau for Private Postsecondary and Vocational Education.

As a new university, Soka University of America will pursue accreditation by the Western Association of Schools and Colleges (WASC) as soon as it becomes eligible.

THE APPLICATION PROCESS

The Office of Enrollment Services strives to support the successful mission of Soka University of America, Aliso Viejo. Toward that end, the Office of Admission in OES actively seeks out students who, through their activities to date, have demonstrated the real potential to embody those qualities and characteristics we feel clearly indicate to the world around them that "this is a Soka student."

Soka University employs admission processes familiar to many other institutions. SUA acts through its Admission Committee, composed of faculty and staff, to review student applicants and make selections for the first-year class. SUA’s mission and values statement speak of a college education that is student-centered, fosters love of humankind, develops character, and inspires contribution to society. From these few lines you can see
that SUA values students’ commitment, service, active leadership, and the ability to interact well with people.

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 high school attended. For many institutions, here and abroad, high grades and test scores alone guarantee admission. Although successful SUA applicants will have strong academic records, good grades and test scores are not enough by themselves for an applicant to be accepted.

In addition, the committee reviews closely an applicant’s extracurricular interests, activities, and talents. There is no ideal extracurricular profile for a Soka student. 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 or ACT test. SAT II tests are used for review but are not required as part of the application. SUA does not employ a numerical cut-off point below which a student will not be accepted. An applicant’s primary language is considered during review of SAT scores.

ADMISSION TO THE UNIVERSITY

Because writing skills are essential to a Soka student and one of the hallmarks of an effective leader, the Admission Committee carefully reads an applicant’s personal essay. The essay serves as an important indicator of an applicant’s ability to think critically and write clearly and creatively. An applicant should keep in mind that the essay is 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

Soka University does not have the traditional, formal or binding early decision program that many private universities employ. However, SUA does provide an Early Admission
process by which students can receive early notification of acceptance. Most applicants choosing the Early Admission route are either international students or domestic students with very high academic qualifications. SUA accepts approximately one-third of its entering first-year class during the Early Admission process. Deadline for postmarked submission of all application documents for Early Admission is October 1, 2001 for the 2002 entering class. Notification of decisions will be postmarked to students on December 1, 2001. Applicants not accepted at this time are automatically reconsidered during the Regular Admission process.

**Regular Admission**

The Regular Admission deadline for postmarked submission of all application documents is January 15, 2002 for the 2002 entering class. Notification of decisions will be postmarked to students on March 15, 2002. Admitted first-year students who wish to enroll at SUA must respond in writing together with a non-refundable US $400 tuition deposit to guarantee their place. SUA employs a wait list, or standby list, of potentially accepted students. When an accepted student declines SUA’s offer of admission, his or her place in the entering class will be filled by choosing the next name in order from the wait list.

**Transfer Students**

For the first several years of operation, SUA will not accept transfer credits from other institutions. A student with prior college experience who wishes to enter SUA must do so as a first-year student. Of course, their previously earned college credits will always remain on their academic record, but SUA will not use them to substitute for its own required coursework. 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 first entering class in 2001 is composed of 50% international students. International applicants follow the standard application instructions and are evaluated by the same criteria given above for all students. International applicants for whom English is not their native language are required to pass the TOEFL exam with a score of 500 on the paper-based exam or 173 on the computer-based exam. All instruction is given in English. No ESL courses are offered.

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

**AP, IB and College Courses**
The Admission Committee carefully considers such successfully completed course work in its evaluation of an applicant’s academic performance. Such courses add to the rigor of a student’s academic program and enhance that student’s application.

**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 first-hand 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 Family Tour Days on August 4, September 29, and December 15, 2001, plus May 11, 2002. Family Tour Days take place from 9:00 a.m. to 12 noon and provide opportunities to visit with faculty, students, and Admission staff.

**How to Contact Us**

For more information, please contact the Office of Enrollment Services or these individuals:

- **Eric Hauber**, Ph.D., Vice President for Enrollment Services and Long Range Planning
- **Susan Smith**, Manager of Admission
- **Margaret Kasahara**, Manager of International Admission
- **Marilyn Gove**, Manager of Recruitment

**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  
[Admission@soka.edu](mailto:Admission@soka.edu)  
www.soka.edu/av/admission

**NOTICE OF NONDISCRIMINATORY POLICY**

Soka University of America does not discriminate on the basis of race, religion, sex, sexual orientation, ethnic origin, national origin, ancestry, marital status, disability, age, or citizenship.
TUITION AND FEES

The tuition at Soka University of America, Aliso Viejo for the 2001-02 academic year is $16,500. Room/board is $7500. Tuition for the 2002-03 academic year is $17,000. Room/board is $7500. In order to enhance the student life experience and intercultural awareness and dialogue, students are required to live on campus.

Students have a choice of payment terms for tuition and fees:

-- One lump-sum payment at the beginning of the academic year, due August 5 prior to registration period

-- Two payments—one payment (40%) by August 5 and the second payment (60%) due December 5 prior to the beginning of the spring session; there is a small administrative fee associated with this option.

-- Ten equal payments—The first payment is due August 5 prior to the first registration period; there is a small administrative fee associated with this option.

Refund Policy and Schedule

When a student withdraws from the university following the procedures on page 21, full or partial refunds will be made according to this refund schedule. Please note that tuition, room/board refunds, and adjustments are based on a different schedule for a block and a term.

Block

<table>
<thead>
<tr>
<th>Days</th>
<th>Refund Percentage</th>
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<tbody>
<tr>
<td>0-2 days</td>
<td>100%</td>
</tr>
<tr>
<td>3-5 days</td>
<td>90%</td>
</tr>
<tr>
<td>6-8 days</td>
<td>70%</td>
</tr>
<tr>
<td>9th day</td>
<td>50%</td>
</tr>
<tr>
<td>10th day and over</td>
<td>0%</td>
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</table>

Term

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>100%</td>
</tr>
<tr>
<td>2nd week</td>
<td>90%</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>70%</td>
</tr>
<tr>
<td>5-6 weeks</td>
<td>50%</td>
</tr>
<tr>
<td>7th week</td>
<td>0%</td>
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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 postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible, you must be a "California resident" and reside in California at the time the enrollment is signed or when you receive 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, you 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 you do not receive notice from the Bureau, you have 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.

FINANCIAL AID

Philosophy and Procedures to Apply for Financial Aid

Meeting the costs of an undergraduate education represents a significant investment for many 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.

Most important, Soka University admits students without regard to their ability to pay. Soka University’s need-blind admission policy means that your financial aid status will not affect your 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. Early admission applicants for Fall 2002 should complete the current year FAFSA form (2001-02) to determine an estimate of financial need based on tax year 2000. However, both early and regular applicants for Fall 2002 are required to complete the FAFSA form for 2002-03 and submit a copy of parental tax information for year 2001.
by March 1, 2002. Official award letter notifications will be mailed out after March 15, 2002. The 2002-03 FAFSA forms will be available in January 2002 at most high schools, community and 4-year colleges. You may also download the FAFSA from our website, www.soka.edu/av/admission.

If you are under 24 years of age, please provide copies of parental Federal Income Tax Return (1040) for year 2001.

INTERNATIONAL APPLICANTS

If you are an international applicant applying for financial aid, you must complete the Foreign Student Financial Aid Application for the appropriate academic year. Early applicants for Fall 2002 should complete the current year International Student Financial Aid Application (2001-02) to determine an estimate of financial need based on tax year 2000. Both early and regular applicants for Fall 2002 will be required to complete the International Student Financial Aid Application form for 2002-03 and submit copies of 2001 parental income verification by March 1, 2002. Official award letter notifications will be mailed out after March 15, 2002.

If you are an international student and under 24 years of age, please provide a copy of your parental tax information for year 2001 from your respective country. 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 the Office of Enrollment Services at (949) 480-4138, or Admission@soka.edu.

ACADEMIC CALENDAR

Soka University’s academic calendar is composed of blocks and semesters. Blocks are approximately three and a half weeks in length, while semesters run for approximately fourteen weeks. Thus, the academic year begins and ends with a block with fall and spring semesters in between.
# Academic Calendar 2001-2002

## Fall 2001 Session

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<td>August 20–24</td>
<td>Monday–Friday</td>
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<tr>
<td>University Opening Ceremony</td>
<td>August 24</td>
<td>Friday</td>
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<tr>
<td>Block 1 Begins</td>
<td>August 27</td>
<td>Monday</td>
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<tr>
<td>Last Day to Change Classes</td>
<td>August 29</td>
<td>Wednesday</td>
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<tr>
<td>Block 1 Ends</td>
<td>September 19</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Academic Break Weekend</td>
<td>September 20-23</td>
<td>Thursday-Sunday</td>
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<tr>
<td>Grades Due</td>
<td>September 24</td>
<td>Monday</td>
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<tr>
<td>Term 1 Begins</td>
<td>September 24</td>
<td>Monday</td>
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<tr>
<td>Last Day to Add Classes</td>
<td>September 28</td>
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<tr>
<td>Last Day to Drop without a “W”</td>
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<td>Registration/Spring 2002</td>
<td>November 12-16</td>
<td>Monday-Friday</td>
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<td>Thanksgiving Holiday</td>
<td>November 21-25</td>
<td>Wednesday-Sunday</td>
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<tr>
<td>Last Day to withdraw with a “W”</td>
<td>December 10</td>
<td>Monday</td>
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<tr>
<td>Event/Deadline</td>
<td>Date</td>
<td>Day</td>
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</tr>
<tr>
<td>Instruction Ends</td>
<td>December 10</td>
<td>Monday</td>
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<tr>
<td>Study Day</td>
<td>December 11</td>
<td>Tuesday</td>
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<tr>
<td>Final Examinations</td>
<td>December 12-14</td>
<td>Wednesday - Friday</td>
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<tr>
<td>Term 1 Ends</td>
<td>December 14</td>
<td>Friday</td>
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<tr>
<td>Grades Due</td>
<td>December 19</td>
<td>Wednesday</td>
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<tr>
<td>Winter Vacation</td>
<td>End of Term 1 Final Exams - January 7</td>
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**SPRING 2002 SESSION**

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<td>January 8</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last Day to Change Classes</td>
<td>January 10</td>
<td>Thursday</td>
</tr>
<tr>
<td>Martin Luther King,Jr. Holiday</td>
<td>January 21</td>
<td>Monday</td>
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<tr>
<td>Block 2 Ends</td>
<td>February 1</td>
<td>Friday</td>
</tr>
<tr>
<td>Academic Break Weekend</td>
<td>February 2-5</td>
<td>Saturday-Tuesday</td>
</tr>
<tr>
<td>Grades Due</td>
<td>February 4</td>
<td>Monday</td>
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<tr>
<td>Term 2 Begins</td>
<td>February 6</td>
<td>Wednesday</td>
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<tr>
<td>Last Day to Add Classes</td>
<td>February 12</td>
<td>Tuesday</td>
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<tr>
<td>Last Day to Drop without a “W”</td>
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<tr>
<td>Event</td>
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<td>Days</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Spring Break</td>
<td>March 25-29</td>
<td>Monday - Friday</td>
</tr>
<tr>
<td>Last Day to withdraw with a “W”</td>
<td>April 26</td>
<td>Friday</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>April 26</td>
<td>Friday</td>
</tr>
<tr>
<td>Study Day</td>
<td>April 29</td>
<td>Monday</td>
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<td>Final Examinations</td>
<td>April 30-May 2</td>
<td>Tuesday - Thursday</td>
</tr>
<tr>
<td>Term 2 Ends</td>
<td>May 2</td>
<td>Thursday</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 7</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Block 3 Begins</td>
<td>May 6</td>
<td>Monday</td>
</tr>
<tr>
<td>Last Day to Change Classes</td>
<td>May 8</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Registration/Fall 2002</td>
<td>May 13-17</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Block 3 Ends</td>
<td>May 29</td>
<td>Wednesday</td>
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<tr>
<td>Grades Due</td>
<td>June 3</td>
<td>Monday</td>
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**SUA ACADEMIC CALENDAR 2002-2003**

**Fall Session 2002**

- Fall Block begins: August 21
- Fall Block ends: September 13
- Fall Semester begins: September 16
- Thanksgiving holiday: November 28-29
- Instruction ends: December 13
ENROLLMENT POLICIES AND PROCEDURES

Enrollment for new students generally takes place during orientation the week preceding the Fall session. Continuing students enroll for courses for the following session every Fall and Spring.

Students must be officially enrolled to attend classes and receive grades. Tuition payments or arrangements are required prior to registration. Students must complete both processes to be officially enrolled in a session. A class schedule, which describes the university’s enrollment procedures and announces course offerings, is issued prior to each enrollment period, and can be found on the university’s Website. The following are general policies governing the enrollment process.

New undergraduate students all receive academic advising during an orientation program, and enroll just prior to the beginning of their first session at SUA.

Continuing students must meet with an academic advisor in order to enroll for classes prior to the registration period:

-- Second week in May for Fall Session

-- Second week in November for Spring Session

Academic Advising is required for all undergraduate students prior to enrollment in classes. Failure to meet this requirement will result in an "Advisor Hold" on enrollment, which prohibits the student from registering for classes. All juniors are required to
declare a concentration. Juniors who have not declared a concentration will have a "HOLD" placed on their enrollment until a concentration is declared.

**Schedule Changes: Add/Drop**

Students will have the opportunity to add/drop courses at the beginning of each block or term in order to adjust schedules. During a term, add/drop periods end after the first week of classes. During a block, add/drop periods end after the second day of classes.

**Withdrawal from a course during a Term**

Students who withdraw from a course after the add/drop period will receive a grade of "W," and notation of the withdrawal is made on the transcript.

**Withdrawal from a course during a Block**

Withdrawal from a course during a block is considered withdrawal from the university. Refer to the "Academic Policies" section for detailed information about withdrawal from the university.

**Grade Reports**

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 will receive a narrative evaluation for all classes taken at Soka University of America at the end of each block and term.

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

**How to Contact Us**

Transcript inquiries and grade reports should be directed to:

**Office of the Registrar**
Founders Hall
1 University Drive
Aliso Viejo, CA 92656

telephone: (949) 480-4132
fax: (949) 480-4151
e-mail: Registrar@soka.edu
REQUESTING TRANSCRIPTS

An official transcript is a complete record of a student’s academic work at Soka University. Regular service official transcript 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. Official transcripts are not released for students who have financial holds.

STUDENT AFFAIRS

Student Affairs recognizes that students learn as much outside of the classroom as they do in the classroom. Given this awareness, 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 will support 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, from participating in university governance to being involved in the facilitation and promotion of residence hall activities. Students will find a variety of activities to get involved in such as student clubs and organizations, participating in the Student Government Association, and organizing local community activities. In addition, there will be other leadership-building opportunities provided by Student Affairs in which students can interact with each other and 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 where all students are required to live on campus in the residence halls. With such an intimate class size, students will have the opportunity to get to know each other well. In addition, since approximately half of the first class will be from countries other than the U.S., students 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 by providing spaces such as exercise rooms, living rooms and multi-faith rooms. Residence Hall Coordinators will work closely with students to assist in providing the best living experience.

Athletics and Recreational Sports
Working closely with the Director of Athletics, students will participate in creating recreational and athletic programs that will enhance their overall wellness. As the student body grows, SUA expects to be part of an appropriate Intercollegiate Athletic Conference. In the interim, students will be able to participate in a strong intramural sports program. Many of these programs will be 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 SSGA will also administer 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 will assist in the facilitation of student elections, manage the budget for student activities and represent the student body in university governance committees. Annual elections for SSGA officers will be held in the Fall. All members of SSGA are invited and encouraged to attend meetings.

**Career Development and Placement**

SUA is committed in supporting students’ success both on campus and after graduation. To support students in their career exploration and preparation to succeed after college, services such as career planning, job/graduate school search, cover letter and resume writing, interviewing and follow-up, negotiation, on-campus interviews, and various workshops and seminars are offered.

**Counseling**

Some students may experience adjustment problems or a personal crisis during their four years at SUA. To assist students in coping with various problems they may encounter, the counselor will provide 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 will find that the counselor can also help them adjust to life in the U.S.

**STUDENT CENTER**

The Student Center is expected to become the hub of student interaction outside the classroom. This center will provide relaxation and informal interaction through a dining hall that can seat all students in one sitting, a game room, an outdoor eating plaza, and a coffee shop. The bookstore, convenience store, health services, post office, and mailroom will also be housed in the center.

**IKEDA LIBRARY**

The Daisaku and Kaneko Ikeda Library exists to contribute to student learning and nourish scholarship among all members of the academic community. Library staff are eager to assist in the research of classroom assignments, which benefit from using library resources. Those resources are both books and periodicals as well as electronic sources available through the catalog. The library staff works with students to identify and teach concepts and skills that are important to lifelong-learning, especially those skills essential to information literacy. The staff also works closely with faculty to facilitate the overall goals of the academic program as well as assisting faculty with their research needs. The Ikeda Library is central to the mission and purpose of Soka University of America as a seat of inquiry, learning, and creative thinking.

**REQUIREMENTS FOR THE BACHELOR’S DEGREE**

To receive a Bachelor’s Degree in Liberal Arts from Soka University of America, a student must successfully complete the equivalent of 36 credit-bearing courses for a minimum total of 120 units. This coursework must include: general education requirements (11 courses), the university core curriculum (3 courses), learning clusters (3 courses), capstone experience, completion of the major (9 courses), completion of the foreign language and culture requirement and completion of study abroad or an internship. A cumulative GPA of 2.0 is required for graduation.

**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.

Grades

Student performance is summarized in the final grade report, available at the end of each term and block. The following letter grades/symbols are used in the grade report and official university transcript:

A: Outstanding
B: Superior
C: Satisfactory
D: Marginal
F: Failing
I: Incomplete work
W: Withdrawal from course
P: Pass (Pass/No Pass courses)
NP: No Pass (Pass/No Pass courses)

*The Grades A-C may be modified by (+) or (-)
Grade Point Averages

Each letter grade represents a specific number that is used to calculate a student’s grade point average (GPA). The following points are assigned for each letter grade:

- A/A+ = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D = 1.0
- F = 0

Computing Grade Point Average

The university computes a student’s GPA as follows:

Each course taught will have a designated number of credit hours. The GPA is a weighted average of the numerical equivalents of grades received, with credit hours as the weighting factor. The computational scheme is as follows:

- Quality points are computed by multiplying each numerical grade by the corresponding number of credit hours, and summing over all courses.
- The grade point average is computed by dividing the quality points by the total number of credit hours.
- Pass/fail classes are not included (either toward Q.P. or total c.h.) when passed, but are included when failed (with a numerical grade of 0).

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.

Grading

Students will receive both a letter grade and a narrative evaluation for all classes taken at Soka University of America.

Pass/No Pass Option

Students may take a total of four pass/no pass courses during their four years at Soka University of America. If a student wishes to take a class pass/no pass, he/she must petition the faculty member teaching the course and the Dean of Faculty. Faculty may petition the APC to offer one pass/no pass course per year. If a faculty member offers a class pass/no pass, and a student has already used his/her allotment of four pass/no pass classes, the student must receive a letter grade other than "P" or "NP". Students retain the
right to request a letter grade other than "P" or "NP" in pass/no pass classes. Requests must be made and recorded in the Registrar’s Office by the last day of the add/drop period and are not reversible after that time.

Incomplete Grades

Students who have participated fully in a course during a particular term/block but for substantial reason cannot complete required coursework, may petition their instructor to assign an "I" (Incomplete) grade. The Incomplete may be granted upon the approval of the Dean of Faculty. The student will then have to work out with the professor a deadline for completing the coursework. At no time, however, will that deadline exceed 1 year after the final exam of the course. If the coursework is not completed by the designated deadline, the incomplete will be changed automatically to a letter grade. The following should be considered when recording a grade of "Incomplete" (I) for a student:

1. The incomplete is in the best academic interest of the student.
2. The necessary work can be completed independently, or the faculty member will be available for supervision.

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. In cases in which satisfactory resolution cannot be achieved, a formal appeal may be filed through the Academic Standards Committee. The student must submit the appeal by the end of the following block or term.

Satisfactory Academic Standing

The following represent the standards for continuation for students who are in academic jeopardy and who may be subject to dismissal. Dismissal will be noted on the transcript. For the purposes of determining satisfactory academic standing, student grade point averages will be reviewed upon the completion of fall and spring sessions of each academic year. A student whose grade point average for a session is below 2.0 will be placed on academic probation. A student who does not achieve a GPA of at least 2.0 in the subsequent session while on academic probation will be considered subject to dismissal. A student with a GPA below 2.0 in three consecutive sessions will automatically go before a board to consider dismissal. Students on academic probation or subject to dismissal may enroll in a maximum of three courses per term during the probation period.

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.

Class Attendance

Students are expected to attend regularly all classes in which they are enrolled. Instructors have the privilege of establishing regulations regarding attendance in their classes.

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. A student wishing to withdraw from the university for either term 1 and or term 2 is required to notify the Dean of Students in writing. The date of written notification will determine if any refund is due. Withdrawal from a course during a block is considered withdrawal from the university. A student who leaves without officially withdrawing will have "F" grades posted for all classes. A student who is not intending to return to Soka University for the next term should also notify the Dean of Students in writing.

Normal Course Loads

The average credit course load per session for a full-time student during a block is 4 credits and during a term is 11 credits. Students may petition to request excess credits to take a fourth course during the first or second term after their first year of study with the approval of their advisor and the Dean of Faculty, and only if they have a cumulative GPA of 3.00 or better. First year students are urged not to take an overload but can petition to do so. Students who have not completed a normal course load, for whatever reason, may also take an overload. Students who choose or need to take overloads cannot use the extra courses to graduate from the university in less than four academic years. At no time will a student take five courses during an academic term, even if the student needs the credit to graduate in four academic years.
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 block or term.

DECLARATION OF CONCENTRATION

All students must declare an area of concentration, with the approval of an academic advisor by the time they have reached Junior status.

STUDY ABROAD

Students may participate in study abroad programs in almost every part of the world for a full academic block and term. 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 approved programs are enrolled in a full course of study at the host institution, but receive Soka University of America credit.

Internships

The academic program provides students with opportunities to earn academic credit for working and studying in an area related to their study of language and culture. 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 only granted 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 requirement, in the daily duties and tasks involved in the internship.

**Required Junior Year Internship/Study Abroad Experience**

During their junior year, students will spend one block and one term 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.

Soka University 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.

**Independent Study**

Student communication and interaction in the classroom are highly valued at Soka University of America. A situation may arise, however, in which a student wants to explore a subject matter that is not included in the university curriculum. In such cases, a student may register for an independent study course. Independent study courses may be used to satisfy the two concentration electives within the Liberal Arts major. Students may take an unlimited number of independent study courses, but these may not be used to satisfy any other graduation requirements. To be eligible for independent study, a student must be at least Junior standing or Sophomore standing with approvals of advisor and the Dean of Faculty, and have a cumulative GPA of 3.0 or better. The student must find a full-time faculty member who will work closely with the student and must develop a plan of study prior to registering for an independent study course.

**Final Examination**

The instructor may not administer the final exam early or shorten the block or term 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 the Dean of Faculty. Such petition must elaborate the extenuating circumstances.

**HONORS AND AWARDS**

**Dean’s List**

The notation "Dean’s List" will appear on the university transcript at the end of each session for eligible students. To be eligible, a student must earn a GPA of 3.5 for the
session. Students with a GPA of 3.3 or better will have their narrative evaluations reviewed for inclusion on the Dean’s List.

**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).

**Annual Awards Of Excellence**

- **Excellence in Academics**: The committee will review grades, narrative evaluations, papers and projects.
- **Excellence in Community Service**: The committee will review student essays and letters of recommendation.
- **Excellence in Creative Arts**: The committee will review art, literature, music, performance, in any form. May be awarded to an individual or to a group.
- **Excellence in Research**: The committee will review papers or projects. May be awarded to an individual or to a group.
- **Excellence in Academic Mentoring**: The committee will review essays and letters of recommendation.
- **The Global Citizen Award**: This award is presented to the senior who excels in many or all of the four areas: academics, community service, creative arts, and research. The award recipient will present the graduation address on behalf of the graduating class.

**GENERAL EDUCATION PROGRAM**

**Overview**

The purpose of the general education requirement is to provide students with a wide range of knowledge and 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 (SUA), 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 providing students with an introduction to 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. Where feasible, elements of experiential, problem-based, or service learning are part of course design.

I. 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

II. Introduction to the major areas of knowledge
   1. Mathematical, Physical, and Natural Sciences
   2. Social and Behavioral Sciences
   3. Arts and Humanities
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 I (first year)
Communication Skills II (junior year)
Modes of Inquiry (first year)

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, detailed in Language and Culture Program)

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

Physical Education (2, any year)
Health/Wellness (1, any year)

COURSE DESCRIPTIONS

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 will help 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 will be able to choose among and combine different modes of inquiry. They will be 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 commonalities among them.

**WRITG 101: Communication Skills**

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**

This is an advanced writing across the curriculum course that is linked to a content course in one of the university’s three 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:** WRITG 101.

**INQUIRY 100: Modes of Inquiry**

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, will participate in a campus-wide Creative Arts Forum. This Forum will provide 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, performance, films, guest speakers, etc. These courses are open to any student, 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, and exposure to others.
2. Appreciation for the universal human creative spirit.
3. Enhancement of creative thinking and problem-solving as skills that can be transferable to other endeavors.
4. Creation of a non-competitive arts community setting for individual and collaborative work.

ART 120: Drawing: Seeing and Imagination

This course will explore drawing as a process for seeing, generating ideas and personal expression. It includes drawing from 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 130: Sculpture: Creating Form

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.

MUSIC100: Improvisation and Composition I

This course, open to students regardless of level 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.

**MUSIC110: Music Composition with the computer**

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.

**SCIENCE AND MATHEMATICS**

The math and sciences curriculum at SUA is composed of three courses: 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.

**The Mathematical World**

**MATH160: Liberal Arts Mathematics**

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, computer algorithms. While providing opportunities for rigorous mathematical work, none of these topics requires more background than high school algebra and geometry.

**MATH165: Discrete Mathematics**

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**
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.

**MATH 290: Topics in Mathematics**

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**

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 140: Biological Principles**

This course will introduce students to the principles underlying the biological sciences: cells and the cell cycle, the genetic code, evolution and ecology. Students will explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

**The Physical World**

**PHYS 150: Heaven and Earth: A First Synthesis**

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 principally from the social and behavioral sciences (SBS) and from the humanities (HUM).
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 foster a dilation of focus 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 contributory 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 peoples at different times and places, while also highlighting the uniqueness of each person, time, and place.

**AMEREXP 200: The American Experience (HUM/SBS)**

This multidisciplinary course explores the American experience. From a variety of perspectives - social, cultural, historical, religious and economic - the course examines American political institutions, the struggle over individual and group rights, and America’s presence in the world as a way of opening the American experience to many and varied interpretations. The course covers areas such as American film and literary traditions, contemporary social and economic issues, the immigrant experience, foundations of the Republic, slavery and its aftermath, American isolationism/expansionism, and the question of what is "mainstream" and what is "marginal" to American life.

**PACBASIN100: Introduction to the Pacific Basin (HUM/SBS)**

This interdisciplinary 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.

**HEALTH AND PHYSICAL FITNESS**

Soka University 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 health/wellness course will promote healthy living through a seminar series that will meet once a week. A variety of topics will be covered including the following: 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.

**Core Curriculum**

The Core Curriculum is a three-course sequence exploring perspectives on the individual human being, society, the physical environment, and the relationships among them. Core
courses are intended to foster reflective and responsible members of the global community. The Core is a shared experience, and is a key element in the creation of a community of learners at SUA.

In all Core courses, students will explore themes considering multiple cultural views and disciplinary approaches, and the interrelationships among them, as a way to learn how the concepts central to each course are understood by different people and in different time periods.

The Core program is designed to enhance students’ awareness both of themselves and of their larger social responsibilities, also giving them the tools – practical and conceptual – to take constructive action for a better society. All three courses will focus intensively on communicative/expressive, interpretive, and analytical skills.

**Core 100: Core I: The Individual**

This course addresses questions about who and what we are as human beings. Students will explore notions of self suggested by various thinkers, cultures, and the stories people tell of their own lives. The individual will be viewed in context from multiple social and historical perspectives. Topics addressed include the potential and limits of the individual and questions of creativity, rights, freedom, and responsibility.

**Core 200: Core II: Society & the Individual**

This course examines how societies are organized and function to shape individuals’ experiences as social beings, and also explores the extent to which individuals can shape the societies in which they live. Drawing from historical and cultural practices around the world, the course examines family, kinship, and community ties, situating the individual in the social nexus. Topics covered may include manifestations of social inequality, the growth and function of social institutions, the causes and dynamics of social change, global and transnational movements, and the interplay between technology and social relations. The course also considers the human quest, never a uniform one, for a good and just society. Prerequisite: Core 100.

**Core 300: Core III: The Individual, Society, and the Environment**

This course examines the relationship between the human world, and the physical and natural world. Students will study the complexity and balance in natural systems, our place within these systems (on scales ranging from the microscopic to the cosmic), and our responsibility to them. Students will deepen their awareness of the reciprocal relationship between the environment and human behavior and culture through activities such as personal experience in a specific natural place and through consideration of current local and global environmental issues. Prerequisite: Core 200.
UNIVERSITY WRITING PROGRAM

In keeping with the mission of the school to prepare future leaders, communication is highly valued at Soka University 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 is intended 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 aims 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 Soka University has adopted is multifaceted and comprehensive. All students are required to complete successfully Communication Skills (WRITG 101) during their freshman year and Advanced Communication Skills (WRITG 301) during their junior year. Communication Skills 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.

The final component of the WAC model at Soka is the Core, where faculty will design their courses as communication intensive. The communication intensive courses will engage students in a variety of language activities to help them grow as communicators. Students will write papers, give presentations, and participate in small group discussions as part of the Core, and these activities will complement work in their Communication Skills courses.

**WRITG 101: Communication Skills**

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.

**WRITG 110: Introduction to Poetry**

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.

**WRITG 201: Introduction to Journalism**

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: WRITG 101.
**WRITG 220: Introduction to Fiction Writing**

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. Prerequisite: WRITG 101.

**WRITG 301: Advanced Communication Skills**

This is an advanced writing across the curriculum course that is linked to a content course in one of the university’s three 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. This course is taught within the General Education curriculum. Prerequisite: WRITG 101.

**WRITG 310: Introduction to Translation**

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: WRITG 101.

**LANGUAGE AND CULTURE PROGRAM**

**Overview**

The mission of the language and culture program is to foster the development of linguistic and cultural proficiency and awareness that will facilitate dialogue and contributions to a global society.

The Language and Culture Program strives to provide educational opportunities that cultivate a multilingual, multicultural, and intellectual community. The Language and Culture Program is committed to the utilization of current and varied pedagogical and instructional approaches, and aims to offer language and culture courses that enrich the creative, intellectual, and productive talents of the students and the faculty.
The language and culture courses are all proficiency-based and communicative in nature. Classroom instruction is student-centered. Instruction provides suitable formats for ethical inquiry. As instructors, we recognize our obligation to provide instruction that might facilitate a process that will encourage the student to become an efficient, productive, and ethical member of society.

Students may choose to study Spanish, Chinese, or Japanese. All students are required to complete a series of four foreign language courses, beginning in their first year at the university: two elementary courses (101 and 102) and two intermediate courses (201 and 202). Students with substantial knowledge of a previously studied language may complete a series of four advanced (300- and 400-level) courses. In all cases, students will be amply prepared, linguistically and culturally, for the junior year study abroad program.

A unique feature of the Language and Culture Program is the possibility of serving as a peer facilitator. Students who have some level of study and/or competency in one of the languages offered will matriculate in Level One of their chosen language with their classmates. They will serve in the special capacity of peer facilitator, assisting fellow language learners and the language instructor, and greatly enriching their own language and culture experience. The student may make the transition from peer facilitator to student learner at any time during the language series.

The Language and Culture Program utilizes the principles of cooperative learning, with the goal of promoting individual accountability as well as positive interdependence among the students.

**Language 101-202**

The expected outcome at the completion of the program is one of communicative competence; the ability to communicate with native speakers of the target language at a specified level equally distributed among the four competence designations; grammatical, socio-linguistic, strategic and discourse competence. At the end of level four the target proficiency level is Intermediate High according to the National Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). A secondary expected outcome is proficiency in all four skill areas: listening, speaking, reading and writing.

**Language 301 and 302**

The expected outcome at the completion of Language 301 and 302 is communicative competence with an ACTFL proficiency level of Advanced and proficiency in all four skill areas. In addition, expected outcomes include synchronic and diachronic knowledge of culture and literature and literary genres, and the development and application of critical thinking skills.
COURSE DESCRIPTIONS

CHINESE 101: Elementary Chinese I

The primary aims of Elementary Chinese are to introduce Chinese 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 Chinese culture, in a variety of forms, is an integral component of the course.

CHINESE 102: Elementary Chinese II

The primary aims of Elementary Chinese are to introduce Chinese 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 Chinese culture, in a variety of forms, is an integral component of the course. Prerequisite: CHINESE 101 or the equivalent or consent of the instructor.

CHINESE 201: Intermediate Chinese I

Intermediate Chinese I allows students to continue to build a broad vocabulary base while improving abilities in all four skill areas: listening, speaking, reading and writing. Grammatical components introduced in Introductory Chinese I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: CHINESE 102 or the equivalent or consent of the instructor.

CHINESE 202: Intermediate Chinese II

Intermediate Chinese II allows students to continue to build a broad vocabulary base while improving abilities in all four skill areas: listening, speaking, reading and writing. Grammatical components introduced in Introductory Chinese I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: CHINESE 201 or the equivalent or consent of the instructor.

CHINESE 301: Advanced Grammar And Composition

Chinese 301 provides a detailed review of grammar and gives the student opportunities to perfect already acquired grammatical skills. Although the primary focus is on reading...
and writing, all four skill areas, listening, speaking, reading, and writing are practiced. Students are provided models of writing in a variety of styles and are expected to develop advanced writing skills by emulating these models. Prerequisite: CHINESE 202 or the equivalent or consent of the instructor.

**CHINESE 302: Introduction to Literature And Culture**

Chinese 302 is a survey of the literature, art, architecture, geography, history, music, philosophy, and other aspects of Chinese culture. A particular emphasis is placed on the reading, writing, and thinking essential for the appreciation of literary texts. Students will read representative authors in a variety of genres, including but not limited to, poetry, drama and the novel, and will develop a knowledge and appreciation of literature and culture in their social context. Prerequisite: CHINESE 202 or the equivalent or consent of the instructor.

**JAPANESE 101: Elementary Japanese I**

The primary aims of Elementary Japanese are to introduce Japanese 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 Japanese culture, in a variety of forms, is an integral component of the course.

**JAPANESE 102: Elementary Japanese II**

The primary aims of Elementary Japanese are to introduce Japanese 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 Japanese culture, in a variety of forms, is an integral component of the course. Prerequisite: JAPANESE 101 or the equivalent or consent of the instructor.

**JAPANESE 201: Intermediate Japanese I**

Intermediate Japanese I allows students to continue to build a broad vocabulary base while improving abilities in all four skill areas: listening, speaking, reading and writing. Grammatical components introduced in Introductory Japanese I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: JAPANESE 102 or the equivalent or consent of the instructor.

**JAPANESE 202: Intermediate Japanese II**
Intermediate Japanese II allows students to continue to build a broad vocabulary base
while improving abilities in all four skill areas: listening, speaking, reading and writing.
Grammatical components introduced in Introductory Japanese I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: JAPANESE 201 or the equivalent or consent of the instructor.

**JAPANESE 301: Advanced Grammar And Composition**

Japanese 301 provides a detailed review of grammar and gives the student opportunities to perfect already acquired grammatical skills. Although the primary focus is on reading and writing, all four skill areas, listening, speaking, reading, and writing are practiced. Students are provided models of writing in a variety of styles and are expected to develop advanced writing skills by emulating these models. Prerequisite: JAPANESE 202 or the equivalent or consent of the instructor.

**JAPANESE 302: Introduction to Literature And Culture**

Japanese 302 is a survey of the literature, art, architecture, geography, history, music, philosophy, and other aspects of Japanese culture. A particular emphasis is placed on the reading, writing, and thinking essential for the appreciation of literary texts. Students will read representative authors in a variety of genres, including but not limited to, poetry, drama and the novel, and will develop a knowledge and appreciation of literature and culture in their social context. Prerequisite: JAPANESE 202 or the equivalent or consent of the instructor.

**SPANISH 101: Elementary Spanish I**

The primary aims of Elementary Spanish 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 Spanish culture, in a variety of forms, is an integral component of the course.

**SPANISH 102: Elementary Spanish II**

The primary aims of Elementary Spanish 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 Spanish culture, in a variety of forms, is an integral component of the course. Prerequisite: SPANISH 101 or the equivalent or consent of the instructor.
SPANISH 201: Intermediate Spanish I

Intermediate Spanish I allows students to continue to build a broad vocabulary base while improving abilities in all four skill areas: listening, speaking, reading and writing. Grammatical components introduced in Introductory Spanish I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: SPANISH 102 or the equivalent or consent of the instructor.

SPANISH 202: Intermediate Spanish II

Intermediate Spanish II allows students to continue to build a broad vocabulary base while improving abilities in all four skill areas: listening, speaking, reading and writing. Grammatical components introduced in Introductory Spanish I & II are reviewed, refined, practiced and tested. Communication activities allow for extensive practice discussing familiar topics, and for the introduction of more complex topics and modes of discourse. Basic tools of literary analysis in the target language are introduced and applied. Exposure to the target culture, in a variety of forms, is an integral component of the course. Prerequisite: SPANISH 201 or the equivalent or consent of the instructor.

SPANISH 301: Advanced Grammar And Composition

Spanish 301 provides a detailed review of grammar and gives the student opportunities to perfect already acquired grammatical skills. Although the primary focus is on reading and writing, all four skill areas, listening, speaking, reading, and writing are practiced. Students are provided models of writing in a variety of styles and are expected to develop advanced writing skills by emulating these models. Prerequisite: SPANISH 202 or the equivalent or consent of the instructor.

SPANISH 302: Introduction to Literature And Culture

Spanish 302 is a survey of the literature, art, architecture, geography, history, music, philosophy, and other aspects of Spanish culture. A particular emphasis is placed on the reading, writing, and thinking essential for the appreciation of literary texts. Students will read representative authors in a variety of genres, including but not limited to, poetry, drama and the novel, and will develop a knowledge and appreciation of literature and culture in their social context. Prerequisite: SPANISH 202 or the equivalent or consent of the instructor.

Learning Clusters

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.

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

Examples of possible Learning Clusters include but are not limited to:

- Place and Displacement in Local Native American Communities
- Identity in the Asian Indian Community in the United States
- Problems of Historical Restoration and Preservation
- AIDS Narratives
- Watershed Ecology and Management
- On the Border: Trade, Migration, Conflict, and Cooperation between Mexico and the United States
- Sin and Cinema: The Impact of Movies on Society
- Multilingual Newspaper Writing Project

Students will take the following Learning Cluster courses:

- LRNCLSTR 100 (first year)
- LRNCLSTR 200: Intermediate (sophomore year)
- LRNCLSTR 300: Advanced (junior year)

**Capstone Experience**

All SUA students will participate in a capstone project over the last term and block of their senior year. This project will be a culminating experience, drawing upon the skills and expertise 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.

**Humanities Concentration**
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, religious studies, and the creative arts 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.

**ARTHIST 305: Art and History of the Ancient World**

Covers the early period of art history from the dawn of the great civilizations in the Near East through the Middle Ages. It examines the role of art in different cultures and periods including ancient Egypt, Mesopotamia, Assyria, Persia, Greece and Rome. It includes the arts of Islam, Early Christian and Byzantine periods while including non-western arts of Mexico, China and India. The course explores ways in which through art, human beings have revealed themselves and their societies, their beliefs, preoccupations and ideas. It relates the visual imagery and historical finds to contemporary political, religious, and social life whenever possible. Prerequisite: Any 100 level Humanities, International Studies, or Social & Behavioral Sciences course.

**ARTHIST 310: Arts of Asia**

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 times and with variations in place using a wide variety of disciplines. It traces the history and development of the arts of 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: Any 100 level Humanities course.

**ARTHIST 315: Understanding Modern Art**
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, meaning, purpose, and significance of the major works against a background of the period, such as urban experience and developments in science. Prerequisite: Any 100 level Humanities, International Studies, or Social & Behavioral Sciences course.

**HIST 120: The Western World, 1500 to the Present**

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 210: The City in History: Freedom and Design**

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 impact of the city on modern life.

**HIST 230: Modern China in Literature and Film**

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 will be selected to cover a multiplicity and complexity of class, ethnic, gender, generational, and regional perspectives.

**HIST 233: Inventing China**

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 – a population that changed quite significantly over time in its constitution.

**HIST 235: Pacific Island Studies**
The course examines selected topics in the history of the small island states of Oceania. Drawing upon oral and written Pacific Island histories, local issues, and culture studies, the course introduces students to the people and cultures of the Pacific.

**HIST 310: Critical Issues in East Asian History**

This course introduces students to the political, economic, and intellectual history of East Asia. The course examines the rationale for grouping China, Taiwan, Hong Kong, Japan, and North and South Korea into a single geopolitical unit. The course is designed to help students understand the historical experiences and developments of East Asian societies and how they are linked to the broader world. Prerequisite: Any 100 level History course, or Sophomore standing.

**HIST 340: Travel, Enlightenment, and Empire**

From approximately the 17th through the end of the 18th century, Europe, the Americas, and much of the non-Western world experienced a series of dramatic cultural and political changes that would have a profound impact on the development of modern world. The period is marked by revolutions in science, medicine, and technology; a demographic explosion; the rise of new empires; democratic and industrial revolutions accompanied by radical political and economic adjustments; the emergence and spread of enlightenment values; and new movements in art, literature, philosophy, and religion. The course explores these and other cultural foundations of modern, industrial civilization. Prerequisite: HIST 120, or Sophomore standing, or instructor consent.

**HIST 350: American Intellectuals and the Crisis of Authority**

This course examines the trends and changes in American thought from roughly the end of the Civil War to the present. It explores the influence of native progressive traditions as well as European social thought on the cultural radicalism of such public intellectuals as W.E.B. DuBois, Jane Addams, Henry Adams, John Dewey, Randolph Bourne, Lewis Mumford, Lionel Trilling, Henry Louis Gates, and Richard Rorty. The course shows how these and other writers reflect a crisis of authority that led to calls for democratic alternatives to traditional social and political structures in the United States. Prerequisite: Junior or Senior standing, or instructor consent.

**HIST 360: The Age of Realism**

This course examines the transformation of European social and political thought from romanticism to a new realism in art, literature, and politics from approximately 1848 to the end of the 19th century. The course shows how events, from the rise of nationalism to quasi-scientific preoccupations with the "real" helped shape the course of the next
century and led inevitably to the First World War. Prerequisite: Junior or Senior standing, or instructor consent.

**HIST 370: The Intellectual in History: Outsider as Insider**

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 eastern thinkers, public and official reaction to their ideas, and the relationship in general between ideas and actions. Some of the thinkers studied include Socrates, Erasmus, Voltaire, Heine, Nietzsche, Kang-Yu-Wei, Yoshida Shoin, and Franz Fanon. Prerequisite: Junior or Senior standing, or instructor consent.

**LIT 140: Introduction to Literary Studies**

This course introduces students 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.

**LIT 145: Introduction to the Literature of the Pacific Basin**

This course focuses on literature from the major regions of the Pacific: East and Southeast Asia, South and North America, and the Pacific Island nations, including Australia and New Zealand. The course is an introduction to the tools and methods of literary study. It explores works in order to provide familiarity with a range of literary genres, the relation of history to literature, and the concepts of national and regional literatures.

**LIT 150: Chinese Literature**

This course introduces students to the literature of China, with an emphasis on poetry, fiction, and drama. The course traces the historical development of Chinese literature in its various genres and examines its social and cultural aspects, along with its effect on the literature of the rest of Asia.

**LIT 210: 20th Century American Literature**

This course examines major texts of US 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 and the struggle for women’s and gay rights, and new waves of
immigration) has affected the enduring religious and secular visions of America’s special place in world history. Prerequisite: Any 100 level Humanities course, or instructor consent.

**LIT 235: Reading Literature for Children and Young Adults**

This course explores literature for children and young adults as occasions to explore literary constructions of childhood and maturation, and how these narratives work as representations and mediations of such issues as gender and sexuality, trauma, guilt, loneliness, and mourning. This course requires substantial reading of literary texts and extensive critical material.

**LIT 240: The European Novel in the 19th Century**

This course examines the realistic novel and the European cultural context in which it developed. It focuses on selected works that incorporate new models of artistic, literary, historical and scientific understanding including notions of the individual, social classes, race, national identities, empire and capital that are the hallmarks of a century long process of reordering the world and human relations.

**LIT 245: French and English Literature of the Renaissance**

This course introduces the drama and poetry of England and France from 1550 to 1650. The goal is to give students a broad understanding of the social and historical factors that led to the Renaissance and how these factors found expression in literature of the period.

**LIT 301: Introduction to Classical Literature**

This course introduces students to the classical literature of Greece and Rome, primarily poetry and drama, from the fifth 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. Prerequisite: WRITG 101.

**LIT 310: Literary Explorations of Race and Gender**

This course focuses on contemporary U.S. literature by people of color. It examines questions of racial identity and race relations, and the interrelations among race, gender, and sexuality as forms of personal, social, and political identity. Prerequisite: Any 100 level Humanities course, or instructor consent.

**LIT 315: Drama and Society**
This course examines the ways in which American drama has served both to represent social and cultural conditions, and to transform those conditions. Prerequisite: Any 100 level Literature course, or Sophomore standing.

**LIT 320: Literature of the Americas**

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: Any 100 level Literature course, or Sophomore standing.

**LIT 330: Latin American Literature**

This course explores the literature of Latin America, focusing on the 20th century. It provides special emphasis on the influence of magical realism and the work of such writers as Gabriel Garcia Marquez. Prerequisite: Any 100 level Literature course, or Sophomore standing.

**LIT 340: Island Narratives**

This course examines the literature and oral narratives of the people and cultures of island nations in the Pacific Basin. Prerequisite: Any 100 level Literature course, or Sophomore standing.

**MUSIC 301: Advanced Music Composition and Improvisation**

This course allows students to pursue their creative endeavors in music, and is designed as a continuation of work done in the Creative Arts General Education Music courses. Students will work intensively on enhancing aural skills, and theoretical knowledge as foundations for their work in improvisation, composition, or digital music media. Prerequisite: MUSIC 101, or MUSIC 110, or instructor consent.

**MUSIC 315: Studies in Ethnomusicology**

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 100, or Sophomore standing, or instructor consent.
**PHIL 100: Introduction to Philosophy**

This course introduces the history of 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**

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 will be examined throughout the course.

**PHIL 215: Aesthetics**

This course examines the nature of art, the role of art in society, evaluations of art, art and truth, theories of creativity and expression, art and politics, art as a subversive force, gender depiction, the sublime, the beautiful, the artworld, the death of art, cultural variations in art, artist’s intention, the postmodern, taste, genius, communication of emotion, kitsch, relationship to audience, disinterest, political engagement, institutional power, materiality, and perceptual bias. The course will also examine questions specific to differing artistic media. Prerequisite: Any 100 level Humanities course, and Sophomore standing, or instructor consent.

**PHIL 300: Feminist Philosophies**

This course explores the feminist critique of Western philosophy and culture, as well as feminist philosophical perspectives raised within other cultures. Topics include sexism, patriarchal assumptions, woman’s writing, gender construction, separatism, feminist epistemologies, ontologies and ethics, feminism within the arts, ecofeminism, revisioning history, alternative spiritualities, labeling, lesbianism, feminist ethics, nature of oppression, visions of community, integration with nature and reordering of cultural values. Prerequisite: Any 100 level Humanities course, and Sophomore standing, or instructor consent.

**PHIL 310: Existentialism**

This course examines the philosophy of existentialism as expressed in the work of Camus, Sartre, Heidegger, deBeauvoir, and Merleau-Ponty, as well as its precursors in the work of Kierkegaard, Nietzsche, and other cultural movements. Themes to be explored include
authenticity, alienation, affirmation of finitude, nihilism, responsibility, anxiety, being towards death, bad faith, good faith, conformism, care, poetic sources of language, temporality, dwelling, and non-dualism. Prerequisite: Any 100 level Humanities course, and Junior standing, or instructor consent.

**REL 110: The Bible and Buddhism**

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 220: East Asian Religion**

This course examines the pattern of centralized state religion in China, Korea, and Japan, and the various forms of its major challengers, namely Taoism, Buddhism, Christianity, and folk religion. The course also considers modern outlawed religious movements, such as the Unity Religion, the Taiping rebellion, and the White Lotus and Falun Gong movements.

**Topics in the Humanities**

**HIST 490: Science, Myth, and Religion**

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, or instructor consent.

**HUM 390: Introduction to the History of Rhetoric**

This course introduces students to the history of rhetoric, beginning with ancient Greece and ending in the 21st century. This survey course examines original texts (some in translation) to analyze the nature of rhetoric in different historical contexts, giving special attention to its socio-political role in western culture and its link to democracy. Prerequisite: WRITG 101.
**LIT 490: Critical Perspectives**

This course examines recent trends in literary theory and critical approaches to literary texts. Prerequisite: Junior or Senior standing, or instructor consent.

**INTERNATIONAL STUDIES CONCENTRATION**

The fundamental goal of the International Studies Concentration is to help students become knowledgeable, effective, and contributive global citizens. Consequently, the International Studies concentration is designed for students to acquire an in-depth understanding of the global arena with a special focus on the Pacific Basin. In this concentration, students will learn to integrate complex and diverse historical experiences with the study of national, regional and global issues. Beyond providing substantive knowledge, the concentration will highlight the sources of war and peace, including the peaceful resolution of conflict, human rights, the aspirations of peoples to live free and independent lives, economic development, security issues, the influence of NGOs and grassroots movements on global issues, and the growing role of regional and world-wide organizations in the international arena. The role of culture, ethical conduct, and the contribution of individual initiative will be examined in each of these topics. To accomplish these goals, the International Studies concentration curriculum will:

- Provide students with an understanding of the diversity of global histories, cultures, societies, and peoples. To accomplish this goal, students who concentrate in International Studies will take at least five courses that will expose them to the global community. All other students at Soka University will take at least two courses in international studies. These courses are designed to allow the student to learn about particular countries, geographical regions of the world, and global processes and issues. Thus, IS courses will provide students with a foundational understanding of their world in order to make them highly informed global citizens.

- Provide students with an understanding of the problems and challenges in our global environment. In all International Studies courses, students will be exposed to the limitations of our world and the increasing importance of transnational issues and processes. By examining the effects of globalization on the environment, international and domestic conflict, resource distribution, social organization, and human rights, students will be better positioned to search for solutions to global challenges.

- Students concentrating in international studies must take at least five courses from the list below. Students who choose this concentration are also encouraged to make use of Learning Clusters to deepen their knowledge in international studies.

**REGIONAL STUDIES**

**INTS 102: Introduction to Latin American Studies**
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, other emerging efforts at regional cooperation.

INTS 104: Introduction to Southeast Asian Studies

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 will examine 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 105: East Asia

This course examines the cultures, histories, politics, economies, and societies of East Asia (China, Taiwan, Hong Kong, Japan, and North and South Koreas) to provide an opportunity for students to learn and augment their knowledge and understandings of a region of global importance. This course also serves as preparation for careers in scholarship, diplomacy, business, education, and law.

INTS 120: North America

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 and includes topics such as the origin of trade and commercial relations like the North America Free Trade Agreement (NAFTA), issues surrounding immigration, and the environment.

INTS 130: Africa

This course explores sub-Saharan Africa’s geography, history, culture and society. It also emphasizes issues such as national development, peaceful resolution of conflicts, human rights, and the environment.

INTS 140: Europe
This course explores the geography, history, culture and society of Europe. It also emphasizes issues such as national development, peaceful resolution of conflicts, human rights, and the environment.

**INTS 150: South Asia**

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.

**COUNTRY STUDIES**

**INTS 201: China**

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

**INTS 203: India**

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 205: Japan**

This course explores Japan’s geography, history, culture and society. It also looks at issues such as national development, peaceful resolution of conflicts, human rights, and the environment.

**INTS 207: Mexico**

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

**Global Studies**

**INTS 100: Principles of Economics**

This course provides a survey of economics principles in both microeconomics and macroeconomics. It introduces basic economic concepts that are 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 on 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. Cross-listed in Social & Behavioral Sciences concentration.

**INTS 112: Introduction to Human Rights Studies**

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 114: Introduction to Peace Studies**

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 continues with a post-Cold War emphasis on the possibilities for nonviolent ways of dealing with conflict and for lasting peace in 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 215: Women’s Studies**

This 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, how they interact with issues of race, ethnicity and class.

**INTS 305: Democracy and Democratization**

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, or instructor consent.

**INTS 310: Religious Issues in the Global Community**

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: Any World Religion course, or Sophomore
standing, or instructor consent.

**INTS 320: Comparative Social and Political Systems**

This course provides an introduction to the varying ways in which societies around the
world organize and govern themselves. Students will examine different "political
regimes," including "democratic," "authoritarian," and "developing" regimes. They will
also explore how and why political regimes change, paying particular attention to the
emergence of democratic and market societies around the world. In order to understand
global societies and political systems in more detail, students will 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, or instructor consent.

**INTS 330: Economic Development**

This course introduces students to one of the major issues of 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: Cross-listed in Social & Behavioral
Sciences concentration with ECON 330.
**INTS 340: International Economics**  
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 placed 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: Cross-listed in Social & Behavioral Sciences concentration with ECON 340.

**INTS 365: Tourism and Globalization**  
Domestic and international tourism are altering the relationship between ethnic groups and states around the globe. This course explores the phenomenon of tourism and its global sociocultural, economic, and environmental ramifications. Topics include the history and cultural structure of tourism, tourism institutions/productions (museums, travel literature, souvenirs) and their role in the construction of ‘exotic others,' tourist cultures, and the interrelations between tourism and nation-building. Throughout the course, case data are related to anthropological and sociological theories of cultural and economic change, cross-cultural communication, identity, ethnicity, gender, and nationalism. Prerequisite: ANTH 100 or SOC 100, or consent of instructor. Cross-listed in Social & Behavioral Sciences concentration with ANTH 365.

**Social and Behavioral Sciences Concentration**  
Soka University of America’s concentration in Social and Behavioral Sciences strives to understand human lives, human behavior, and institutions (formal and informal) in their social context. 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 are also 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 Social and Behavioral Sciences concentration contributes to the university’s mission to foster a steady stream of global citizens living a contributive life. Graduating students in the Social and Behavioral Sciences concentration will be able to:
- demonstrate an understanding of social science methods of inquiry (qualitative and quantitative).
- demonstrate an understanding of how groups, institutions, societies, and/or cultures shape and are shaped by human behavior.
- articulate an awareness of the interplay between genetic, social, and cultural influences on human behavior.
- demonstrate an understanding of the major issues and questions posed by the different Social and Behavioral Sciences disciplinary approaches.
- enhance their leadership skills, as the concentration offerings foster leadership by exposing students to social institutions, organizations, and ways of understanding the human psyche and dimensions of cultural diversity.

**SBS 210: Social Science Research Methods**

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 Sciences course.

**SBS 310: The History of Social Science Theory**

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 impact on both popular and "official" ideologies, and their continuing relevance to human understanding. Prerequisite: Sophomore standing and successful completion of at least one Social and Behavioral Sciences course. This course does not fulfill distributional requirements in the liberal arts major but can be used by students in the Social and Behavioral Sciences concentration to satisfy concentration requirements.

**Anthropology and Sociology Courses**

**ANTH 100: Introduction to Cultural Anthropology**
This course introduces students to cultural anthropology, the subdiscipline of anthropology concerned with understanding human cultural diversity and the systems of meanings and values through which different peoples orient and interpret their experiences. In addition to examining the ways in which culture shapes social, family, and gender relations, the course gives special emphasis to the nature of human language and its relationship to culture. Topics include the place of language in our primate heritage, the functional role of language in social interaction, gender and language, inter-ethnic conversation, and non-verbal communication. Students will have the opportunity to examine the practices and premises of anthropological fieldwork, to consider ethical issues in anthropological research, and to explore anthropology’s applicability to solving problems in the contemporary world.

**ANTH 150: Human Origins**

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 hypotheses about early human adaptation.

**SOC 100: Introduction to Sociology**

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 120: Social Problems**

This course introduces major social problems in America and other societies as selected by the students. Students will learn to apply sociology concepts and theories to the issues and to critically analyze the problems. Emphasis is placed on problem-solving, discussion, and debate.

**Topics in Social Groups and Identity**

**ANSO 390: Race and Ethnicity**
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.

**ANSO 391: Gender and Society**

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.

**ANTH 310: Anthropology of Art and Expressive Culture**

This course explores the relationship between art and society from a socio-cultural perspective. Visual arts, performance, music, ritual, museum displays, and tourist trinkets from the Americas, Asia, Africa, and the Pacific are examined in cultural context. Topics include the social organization of art and performance, symbolism and meaning, creativity and culture, gender issues, politics of art/expressive culture, art and agency, and change in culture and art. Prerequisite: ANTH 100 or SOC 100, or consent of instructor.

**ANTH 365: Tourism and Globalization**

Domestic and international tourism are altering the relationship between ethnic groups and states around the globe. This course explores the phenomenon of tourism and its global sociocultural, economic, and environmental ramifications. Topics include the history and cultural structure of tourism, tourism institutions/productions (museums, travel literature, souvenirs) and their role in the construction of ‘exotic others,’ tourist cultures, and the interrelations between tourism and nation-building. Throughout the course, case data are related to anthropological and sociological theories of cultural and economic change, cross-cultural communication, identity, ethnicity, gender, and nationalism. Prerequisite: ANTH 100 or SOC 100, or consent of instructor. Cross-listed in International Studies concentration with INTS 365.

**ANTH 370: Contemporary Cultures and Societies of Southeast Asia**

Southeast Asia is a region that has served as the stage for many dramatic historical and political events. This course offers an introduction to the diverse societies and cultures of
Southeast Asia, which encompass the nations of Indonesia, Timor, the Philippines, Malaysia, Singapore, Brunei, Vietnam, Kampueca (Cambodia), Laos, Myanmar (Burma) and Thailand. Students will gain a sense of the geography and history of the region, while investigating local issues and problems. Possible topics include religious orientations, expressive arts (visual arts, film, music and literature), gender ideologies, education systems, migration, notions of power, and contemporary political issues. Prerequisite: Sophomore standing.

**SOC 230: Sociology of Education**

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 conduct an in-depth study on a major issue regarding schooling in different societies.

**SOC 392: Social Stratification and Inequality**

This course examines the many facets of social inequality and rankings that exists among various groups and organizations in different societies, and methods of assessing inequality. Students will 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.

**Economics Courses**

**ECON 100: Principles of Economics**

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. Cross-listed in International Studies concentration with INTS 100.

**ECON 201: Microeconomics**

This course examines the theory of the market system, modern theories of demand and production, and the interaction of consumers and firms under various market conditions:
competitive, monopolistic, oligopolistic. Students learn how market forces determine prices, resource allocation, and income distribution. In the arena of policy, students are also introduced to public policy evaluation and welfare economics. Prerequisite: ECON 100.

**ECON 202: Macroeconomics**

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**

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**

The course examines economic and policy analysis of government 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 2) the evaluation of the impact of economic activity on the environment, and an economic comparison and evaluation of alternative approaches to controlling environmental damage. Students will also 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**

This course introduces students to one of the major issues of 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. Cross-listed in International Studies concentration with INTS 330.
**ECON 340: International Economics**

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 placed 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. Cross-listed in International Studies concentration with INTS 340.

**Political Science Courses**

**POLISCI 110: The United States Political System**

This course analyzes U.S. politics and institutions. Key elements of the American political system are considered such as the Founding, elections, political parties, interest groups, public opinion, the Congress, the Presidency, the Courts, and the bureaucracy.

**POLISCI 120: Political Theory and Ideology**

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 315: Latin American Politics**

This course provides an introduction to the diverse region of the world known as "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 contemporary challenges that face Latin America as a whole, such as the debt crisis, democratization, the illegal narcotics trade, revolutionary movements, militarism, economic development and continued U.S. dominance.

**Psychology Courses**

**PSYCH 100: Introduction to Psychology**
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 201: Psycholinguistics**

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.

**PSYCH 220: Social Psychology**

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 to 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 230: Psychological Disorders and Treatments**

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 240: Personality Psychology**

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 250: Developmental Psychology**

This course introduces the origins, tenets, and impact of the major theories of human development. Students will 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.

**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 afford 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. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Soka University decides not to amend the record as requested by the student, the student shall be notified of the decision and advise the student 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 Soka University 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, Soka University 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, Soka University may release directory information to parties outside the university in accordance with the provisions of the Family Education Rights and Privacy Act. Designated Directory Information at Soka University 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. Reauthorization to withhold Directory Information must be filed annually.

NOTICE OF NONDISCRIMINATORY POLICY

Soka University of America doesn’t 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

Soka University of America 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, however, be occasions 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 times is alcohol allowed in the 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 or the Student Affairs Office at (949) 480-4130. All requests and services are strictly confidential.

Sanctions

Sanctions under federal and state law for the unlawful possession or distribution of illicit drugs and alcohol are:
The university, through designated officials, reserves the right to refuse service of alcohol to any individual at events on the campus or at university sponsored events off campus. Individuals may also be removed from campus for inappropriate behavior due to the consumption of drugs or alcohol.

Sanctions will be imposed on a student who violates the university Drug and Alcohol Policy; those sanctions may include suspension or expulsion and may also include the requirement that the student must participate in a drug rehabilitation program. Sanctions will be imposed on an employee who violates the University Drug and Alcohol Policy; those sanctions may include suspension or termination and may also require that the employee must participate in a drug rehabilitation program (see Soka University of America Employee Policies and Benefits).

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.

DISABILITY POLICY
Soka University 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 949 480-4130.
NON-HARASSMENT POLICY

The university does not tolerate sexual harassment, and harassment based on race, religious, 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;
d. Threats and demands to submit to sexual requests and sexual favors;
e. 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 in 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 which causes, or is likely to cause, bodily danger, physical harm, or 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, cautioning campus citizens to carefully monitor their language use with others of different religious beliefs.

**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. They are intended to generally 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 Random House Handbook, which is owned and used by all students from the time they take Freshman Writing. Two examples of plagiarism and an example of proper acknowledgment may be found immediately following these definitions.

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 that may be reviewed in response to a grade reconsideration request, having a falsely identified person take an exam, or using notes, or books and 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 that 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, the 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.

- 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.

- A letter grade reduction on the assignment. This will also ordinarily accompanied by a requirement to redo the work.
- A failing grade for the assignment. This applies in cases where the faculty member chooses not to allow redoing the work.
- A failing grade for the course. This would be a suitable sanction for a serious case or for repeated cases of less extreme infractions.
- 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 is the balance of the current block or term. Ordinarily the period of suspension will continue through the entire following block or term.
- 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 university which in 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.

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