UNDERGRADUATE CATALOG
2013–2014

ISSUE OF THE SOKA UNIVERSITY OF AMERICA CATALOG
Volume 13 • Fall 2013

Published by the Office of the Registrar
ACCREDITATION
Soka University of America is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

PLEASE NOTE
The 2013-2014 catalog contains the most current information available as of the date of publication (July 2013). The catalog is not intended to be a complete list of all programs and services. The university reserves the right, without prior notice, to make changes in its operations, regulations, curriculum, courses, academic policies, tuition and fees, and activities as the Board of Trustees, University President, administration, and faculty consider appropriate and in the best interest of Soka University of America.
# Table of Contents

Academic Calendar ................................................................. 4  
President's Message ............................................................... 5  
About Soka University of America ............................................. 6  
General Information ............................................................... 8  
  Admission to the University ............................................... 9  
  Financial Aid ........................................................................ 11  
  Tuition and Fees ................................................................. 23  
Student Affairs ................................................................. 26  
University Policies ............................................................... 31  
Academic Support Services ...................................................... 42  
Academic Policies and Procedures ........................................... 45  
Liberal Arts Curriculum ......................................................... 55  
  How Will You Know a Soka Graduate? ............................... 56  
  Implementing the Vision ..................................................... 56  
General Education Curriculum ................................................ 57  
  Core ................................................................................. 58  
  Communication and Inquiry ............................................... 58  
  Creative Arts ..................................................................... 59  
  Science and Mathematics .................................................. 60  
  Area and Comparative Studies ........................................... 62  
  Language and Culture ......................................................... 63  
Study Abroad ........................................................................... 63  
Learning Clusters. .................................................................. 66  
Wellness ................................................................................. 67  
Other General Education Electives ......................................... 67  
Programs  
  University Writing Program .................................................. 68  
  Creative Arts Program .......................................................... 72  
  Language and Culture Program ............................................ 76  
Concentrations  
  Environmental Studies Concentration .................................... 80  
  Humanities Concentration .................................................... 85  
  International Studies Concentration ..................................... 94  
  Social and Behavioral Sciences Concentration ....................... 104  
Directory ................................................................................. 114  
  Faculty .............................................................................. 115  
  Administration and Staff ..................................................... 117  
  Board of Trustees ............................................................... 121  
For More Information ............................................................ 122  
Directions to SUA ................................................................. 123  
Campus Map ............................................................................ 124  
Index ......................................................................................... 125
SUA Academic Calendar

Soka University’s undergraduate academic calendar is composed of blocks and semesters. The freshmen academic year begins with a block, and all continuing students will begin in the fall semester. All undergraduate students will take part in the fall semester, winter block (optional in the Junior year only) and end with the spring semester.

FALL SESSION 2013

Fall Block begins ................................................................. August 12
Fall Block ends ................................................................. August 30
Fall Semester begins ......................................................... September 5
Thanksgiving holiday ........................................................... November 28-29
Instruction ends ................................................................. December 6
Study Day ................................................................. December 9
Final Examinations ......................................................... December 10-16

SPRING SESSION 2014

Winter Block begins ............................................................. January 6
Martin Luther King, Jr. holiday ............................................. January 20
Winter Block ends ............................................................. January 29
Spring Semester begins ....................................................... February 3
President’s Day ................................................................. February 17
Spring Break ................................................................. March 17-21
Instruction ends ................................................................. May 12
Study Day ................................................................. May 13
Final Examinations ......................................................... May 14-20
Soka University of America (SUA) is a campus of great beauty and functionality where students, faculty and staff are dedicated to realizing the university’s mission to foster a steady stream of global citizens committed to living a contributive life. The university has accepted the following educational principles proposed by our Founder, Daisaku Ikeda: foster leaders of culture in the community; foster leaders of humanism in society; foster leaders of pacifism in the world; and, foster leaders for the creative coexistence of nature and humanity.

As these principles suggest, Soka’s culture and values promote international understanding and peace by providing excellence in teaching that allows our students to contribute to society in their own unique way. The curriculum aims to integrate service to the community, nature and humanity with the actualization of individual achievement and happiness. Learning is pursued through developing a close and humanistic relationship between the teacher and the student. At Soka University, the dialogue between teacher and student is a key element in cultivating the type of wisdom and intellect that fosters global-minded individuals.

SUA’s undergraduate program also provides students with a unique opportunity to apply what they learn in the classroom through a required semester of study abroad that enables them to immerse themselves in another culture and utilize their chosen foreign language. In addition, Soka University provides an international setting where students are able to meet and share experiences with their peers from all different backgrounds as half of the student body are from overseas.

At Soka University of America, we are committed to creating a better future for humanity. We hope that you will find at SUA all the elements you need to give full play to your special talents to make the world a better place.

Daniel Y. Habuki
Ph.D.
President
About Soka University of America

A Proud Heritage
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.

— Daisaku Ikeda
Founder, SUA
in a lecture at the Rajiv Gandhi Foundation, New Delhi, India, October 21, 1997

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 in 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 as a “thought criminal” 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 over 190 countries.

In February 1987 Soka University of America (SUA), an independent not-for-profit organization incorporated in the state of California, dedicated its first campus in Calabasas, California. The Graduate School opened in 1994, offering a Master of Arts degree in Second and Foreign Language Education with a concentration in Teaching English to Speakers of Other Languages (TESOL).

In 1995 Soka University acquired a 103-acre site in Aliso Viejo for a private non-profit four-year liberal arts college. The Aliso Viejo campus opened May 3, 2001 with its first entrance ceremony for a freshman class of 120 students from 18 countries and 18 states. On May 22, 2005 the Aliso Viejo undergraduate program held its first commencement. In June 2005, Soka University received its accreditation from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). In April 2007, the Graduate School was transferred to the Aliso Viejo campus, uniting both programs on one campus for the first time.

Mission
The mission of Soka University of America is to foster a steady stream of global citizens committed to living a contributive life.

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

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

Soka University of America is an independent, non-profit, public-benefit, co-educational, comprehensive institution of higher learning. SUA serves 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.

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.

Classrooms are centers of dialogue and discussion, emphasizing seminar course settings. Students have many opportunities to work in small teams in the classroom and with faculty on research projects, as well as with peers in residence hall learning activities. Advanced computing and networking capabilities are widely
available in all buildings and outside gathering areas, supporting a laptop computer campus. Information technology facilitates student-faculty and student-student interactions.

SUA currently offers a B.A. in Liberal Arts, with concentrations in Environmental Studies; Humanities; International Studies; and Social and Behavioral Sciences. SUA also offers an MA. Degree offerings and concentrations will increase as enrollment grows.

VALUES
Soka University is founded upon the Buddhist principles of peace, human rights and the sanctity of life. Educational objectives are fostered at the university through the commitment to rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity. In the Buddhist view, 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.

BA IN LIBERAL ARTS
The uniqueness of the BA program lies in the comparative teaching of international perspectives, the Core Curriculum and Learning Clusters, the semester of Study Abroad and an emphasis on language, art, and culture.

Core Curriculum is a series of two sequential courses taken by all students, focusing on a range of issues related to such SUA values as peace, human rights and the creative co-existence of nature and humanity.

Learning Clusters are research seminars 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.

All SUA undergraduate students concentrate on a non-native language and culture. All students participate in a semester of study abroad during their junior year. The undergraduate learning outcomes are:

1. To foster an awareness of the needs of our changing world through developing a sense of history and an understanding of the nature of reality
2. To think and investigate critically and creatively
3. To be effective at various modes of expression and communication
4. To acquire knowledge and appreciation of multiple cultures and traditions
5. To become, through integrative learning, active and informed global citizens

Soka University BA graduates have been accepted to top graduate schools, including Harvard, Yale, Columbia, Stanford, USC, UC Berkeley, UCLA, University of Hawaii Law School and London School of Economics. SUA graduates are currently employed all around the world, and are working in law, business, education, nursing and medical practices, at the World Bank, Peace Corps, and United Nations ... just to name a few!
General Information
THE APPLICATION PROCESS
Since its inception in 1987, Soka University of America (SUA) has been committed to promoting equity, access, and integrity through administering a holistic admissions process. SUA uses admission processes and procedures similar to those at many other accredited institutions. SUA currently uses an online application process and encourages prospective students to complete the application requirements before the posted deadlines.

ADMISSION DEADLINES & TIMELINES
Soka University conducts both Early Action and Regular Admission periods. The application and document deadline for Early Action is October 15th and January 15th for Regular Admission.

SUA does not have the traditional, formal, or binding early decision process that many private universities employ. SUA does, however, provide an Early Action process by which students can receive early notification of acceptance. Most applicants choosing the Early Action route have high academic qualifications.

Early Action decision letters are mailed on or before December 1st. Applicants who are not admitted in the Early Action period will not be automatically rolled over to the Regular Admission process for the term in which they applied. At the discretion of the Admission Committee, applicants may be re-assessed with the applicant pool for Regular Admission. Students who are denied admission for Early Action may not re-apply for Regular Admission. Should an applicant require more time to apply, it is recommended that they apply for Regular Admission. The Regular Admission decision letters are mailed on or before March 1st.

All admitted students who wish to enroll at SUA must submit a non-refundable US $400 tuition deposit, on or before May 1st to guarantee their place in the entering class. Domestic applicants do not have to wait for first semester senior grades before applying.

APPLICATION REQUIREMENTS
Soka University seeks students of intelligence and commitment who will provide leadership in the promotion of peace and human rights. Soka University is open to highly motivated students of all backgrounds and beliefs who have excelled in a range of academic courses. Admission to Soka University is competitive and selective. Although all successful Soka University applicants may have strong academic records, good grades and test scores are not enough by themselves for an applicant to be accepted. Soka University carefully considers a number of criteria without a rigid emphasis on any one factor. Applicants may apply online by visiting SUA’s admissions website or by visiting the Common Application website. Mid-year grade reports, faxed, scanned, emailed and late application materials will not be accepted.

Applicants must fulfill the following application requirements to be considered for admission:

- Completed application form, signed and dated by the applicant. Online applications may be printed out or completed online and are available at www.soka.edu/apply or www.commonapp.org.

- Official high school or secondary transcripts showing all academic coursework completed. If possible, request transcripts to be sent to SUA before your winter holiday break. All coursework completed outside of the U.S. must be sent to IERF (www.ierf.org) for conversion to U.S. equivalents.

- If necessary, General Equivalency Diploma (GED) or High School Equivalency (HSE). Applicants must submit official score reports from the GED or HSE test and also submit a copy of the GED or HSE certificate.

- Official transcripts for all college-level coursework completed. All coursework completed outside of the U.S. must be sent to IERF (www.ierf.org) for conversion to U.S. equivalents.

- Two written academic recommendations from your principal, counselor or teacher. Please ask recommenders to use the official form provided in the application.
ADMISSION TO THE UNIVERSITY

- Official results of the SAT or the ACT (with the associated writing test) should be sent directly to Soka University by the testing agency. Scores received from the applicant are not considered official.

- Two mandatory essays that answer the questions put forth in the application.

- A list of extracurricular activities or talents demonstrating outside interests and leadership experience.

- A $45 nonrefundable application fee (paid by check or money order only) must be submitted with the paper application. If you submit your application online your fee will be reduced to $30. SUA accepts College Board and NACAC fee waivers. Applicants are responsible for ensuring that a fee waiver and/or payment are sent to the Admission Office. Without the receipt of payment or fee waiver an applicant will be considered incomplete.

TRANSFER STUDENTS
SUA will only accept applications for entrance as a first-year student. SUA does not have a separate transfer admission process. If you are currently a college student, you may apply, but you will not be eligible to transfer college credits. Applicants with college experience are required to submit college transcripts to be used as a part of the assessment process should they choose to apply for admission to SUA.

INTERNATIONAL STUDENTS
SUA’s student body is currently composed of about 45% international students. International applicants complete the international admission application and are evaluated by the same criteria provided above for all first-year applicants. All instruction at SUA is given in English.

SUA provides verification of student status, I-20 forms, and other documents needed to obtain an F-1 student visa. Should an international student misplace his or her original I-20 form while outside the U.S., a replacement I-20 form can be reissued by the International Student Services Office but the international shipping fee (this fee will be quoted upon request) will be the responsibility of the student. Soka University of America assumes no responsibility for the adverse consequences regarding an applicant’s U.S. immigration status that may result from fulfillment of our Study Abroad requirement. Please review the Internship/Study Abroad section of this catalog.

VISITING THE CAMPUS
The University invites all prospective and accepted students to visit our campus and to speak with our faculty, staff and students. Such visits provide firsthand experience of student life and the ambiance of collegiality on campus. Although visits can be arranged at any time through a phone call prior to arrival on campus, SUA also hosts LIONS ROAR days in late October and in mid-November each year. LIONS ROAR provides opportunities to visit with students, faculty and staff from Recruitment, Admission and Financial Aid offices.

HOW TO CONTACT US
For more information, please contact:

The 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
www.soka.edu/admission
PHILOSOPHY AND PROCEDURES TO APPLY FOR FINANCIAL AID

Meeting the costs of an undergraduate education represents a significant investment for most families. At Soka University of America we are committed to providing comprehensive merit and need-based financial aid programs that make it possible for admitted students who meet specific requirements and deadlines to attend Soka University of America.

SUA admits students without consideration of their abilities to meet the costs. Soka University’s need-blind admission policy means that student financial aid status will not affect his or her possible admission to the university.

It is the sincere objective of the Office of Financial Aid to fair access to aid across all student populations. However, there are some types of aid only available to US citizens and eligible non-citizens as mandated by US Federal Regulations. In these cases, every effort has been made to create an equal alternative program for those who are not eligible for such aid.

SUA Office of Financial Aid does not discriminate on the basis race/ethnicity, color, national origin, gender, sexual orientation, disability, veteran status, or age in the administration financial aid or any other programs.

COMMUNICATION POLICY

Email is the standard and preferred method of communication with the Financial Aid Office. The Office will use the email address noted on the admissions application for all communication with applicants. Once a SUA email address is assigned to a student, the Office of Financial Aid will use this as the primary communication method and cease to use other email addresses. financialaid@soka.edu

FINANCIAL AID STAFF

Andrew Woolsey Ed.D., Director of Enrollment Services
Caterina D’Adamo, Manager of Financial Aid
Cindy Cohen, Financial Aid Advisor

The Office of Financial Aid is located on the second floor of Founders Hall at:
1 University Drive
Aliso Viejo, CA 92656

WHO IS ELIGIBLE FOR FINANCIAL AID?

To be considered for financial aid, students must generally meet the following minimum requirements:

US Domestic Students Must:
• Be a U.S. citizen or eligible non-citizen (an eligible non-citizen is a U.S. permanent resident who has documentation from the Immigration and Naturalization Service verifying that his/her stay in the U.S. is for other than a temporary purpose);
• Demonstrate financial need by completing an online FAFSA and submitting the verification documents by all deadlines
• Be making US Federal and/or Institutional Satisfactory Academic Progress (SAP) in a course of study leading to a bachelor’s degree
• Not be in default on any loan such as a Federal Perkins loan, Federal Stafford Loan (subsidized and/or unsubsidized), Federal Direct Loan (subsidized and/or unsubsidized), Supplemental Loans for Students (SLS), or Parental Loans for Undergraduate Students (PLUS) at any school ever attended;
• Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Grant (FSEOG) or State Student Incentive Grant (SSIG);
• Be registered as a regular student attempting to complete at least six (6) units in an eligible program
• Be registered with the Selective Service if required to do so (males only).

International Students Must:
• Be an I-20 Visa holder
• Demonstrate financial need by completing an institutional Financial Aid Application
• Be making US Federal and/or Institutional Satisfactory Academic Progress (SAP) in a course of study leading to a certificate or bachelor’s degree
• Be registered as a regular student attempting to complete at least six (6) units in an eligible program.
FINANCIAL AID

FINANCIAL AID TIMELINE

**Domestic Students:**

**December 2013**
Obtain or retrieve your Personal Identification Number (PIN) in order to have the ability to electronically sign your FAFSA online (Your parents will need to do the same if you are dependent) www.pin.ed.gov.

**January 1, 2014**
You may begin to complete your FAFSA online (www.fafsa.ed.gov) School Code: 038144.

**February 15, 2014**
Priority deadline to submit the FAFSA online for new applicants

**March 2, 2014**
General filing deadline for the FAFSA online (return students must submit on or before this date). CALIFORNIA RESIDENTS: The California Student Aid Commission awards Cal Grants on the basis of academic achievement and financial need. All students who are California residents must complete the FAFSA by this date to be considered for institutional and state financial aid.

**March 2014**
Estimate Financial Aid Award Letters are issued to all newly admitted students who have completed a FAFSA.

**May 1, 2014**
Verification worksheets and supporting documentation due for newly admitted students.

**May 15, 2014**
Verification worksheets and documentation due for all returning students.

**June 2014**
Verified Financial Aid Awards are published online for new and continuing students who will be able to accept financial aid at this point.

**June 10, 2014**
Deadline to accept aid online learn.soka.edu

**July 1, 2014**
All lending documentation due (MPNs)

**July 2014**
Sibling verification forms become available online for download. Forms due before the first disbursement of fall 2014.

**International Students:**

**January 1, 2014**
You may begin to complete your Soka Financial Aid Application

**February 15, 2014**
Priority deadline to submit the Financial Aid Application for new applicants

**March 2, 2014**
General filing deadline for the Financial Aid Application (continuing students must submit on or before this date).

**March 2014**
Preliminary Financial Aid Estimate Award Letters are issued to all newly admitted students who have completed a Financial Aid Application.

**May 1, 2014**
Verification worksheets and supporting documentation due for newly admitted students.

**May 15, 2014**
Verification worksheets and supporting documentation due for all returning students.

**June 2014**
Verified Financial Aid Awards are published online for new and continuing students who will be able to accept financial aid at this point.

**June 10, 2014**
Deadline to accept aid online learn.soka.edu

**July 1, 2014**
All lending documentation due (MPNs)

**July 2014**
Sibling verification forms become available online for download. Forms due before the first disbursement of fall 2014.

A priority date has been established to encourage early application for financial aid for new applicants. Applicants will receive a preliminary award based on the financial aid application submitted. Applicants who have missed the priority date may still apply by March 2, 2013.

**U.S. CITIZENS AND PERMANENT RESIDENT APPLICANTS**
A U.S. citizen or permanent resident who wishes to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. Both early and regular applicants for fall 2014
will be required to complete the FAFSA for 2013-2014. The 2013-2014 FAFSA forms will be available online after January 1, 2014. Note: Soka University of America’s Title IV School code is: 038144.

Please visit the website for specific instructions on how to apply for financial aid under the section “How to Apply for Financial Aid – Domestic Students.”

Verification of Documents For US Citizens or Eligible Permanent Citizens

Verification is the process of confirming the accuracy of student reported data on financial aid applications. SUA will verify all financial aid applicants’ reported data on their FAFSA or International Financial Aid Applications by collecting supporting documentation that assures the validity of the information reported.

Soka University of America verifies 100% of financial aid applicants who qualify for any institutional, State or US Federal need-based aid or wish to participate in any institutional or US Federal lending program. Students wishing to participate in these financial aid programs must complete the verification process online which may require you to submit one or more of the following documents:

• Your/your parent’s Federal Tax Transcripts;
• Your/your parent’s W-2s;
• Your/your parent’s bank statement(s);
• SUA Verification Form.

The Financial Aid Office maintains the right to request additional information as may be required to process your application. Specific verification instructions can be found on the SUA website and will also be emailed to students upon completion of the FAFSA.

Note: Financial Aid applicants must use their Student ID number, once one has been assigned, on all college records. Be sure to indicate this number on all documents that you submit.

INTERNATIONAL APPLICANTS

International students interested in applying for SUA financial aid must complete the International Student Financial Aid Application. Both early and regular applicants for fall 2014 will be required to complete the International Student Financial Aid Application for 2013-2014. The Financial Aid Application, along with instructions, can be found on the SUA website under “How to Apply for Financial Aid – International Students.”

Verification of Documents For International Students

Verification is the process of confirming the accuracy of student reported data on financial aid applications. SUA will verify all financial aid applicants’ reported data on their International Financial Aid Applications by collecting supporting documentation that assures the validity of the information reported.

Soka University of America verifies 100% of financial aid applicants who qualify for any institutional need-based aid or wish to participate in any institutional lending program. Students wishing to participate in these financial aid programs must complete the verification process online which may require you to submit one or more of the following documents:

• Your/your parent’s Tax Documentation;
• Your/your parent’s bank statements;
• SUA Verification Form.

All income information must be:

• For the calendar period of January 1, 2013 through December 31, 2013;
• Officially translated into English by someone qualified other than yourself or a relative;
• Converted into U.S. dollars using the exchange rate published on the SUA Financial Aid Application;
• Official. Written and/or typewritten income information will not be accepted;
• Signed by the translator.

Note: Financial Aid applicants must use their Student ID number, once one has been assigned, on all college records. Be sure to indicate this number on all documents that you submit.

For additional information please visit www.soka.edu/financialaid; contact the Office of Financial Aid, at (949) 480-4000 or at financialaid@soka.edu.
FINANCIAL AID

TYPES OF FINANCIAL AID AVAILABLE

Need-based Federal Grants (only available to US citizens and eligible US permanent residents):
Federal Pell Grant – is a federally funded program and only available to US citizens or eligible permanent residents. To be eligible, an applicant must be an undergraduate student and demonstrate financial need. Grants for 2013-14 range from $582 to $5,645 per academic year. The amount of the award, as determined by the Federal Pell Grant Program, is in most cases based on previous year income and current asset information provided in the application.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is funded by a combination of federal and institutional funds; it is only available to US citizens or eligible permanent residents. To be eligible, an applicant must be an undergraduate student, receiving Federal Pell Grant and have demonstrated financial need. Grants are limited and range from $250-$1,000 per academic year.

Entitlement and need-based Cal Grants (for California residents only):
Cal Grant A – assists with tuition and fees. There are two parts to Cal Grant A awards: Entitlement and Competitive. To complete the application for the Cal Grant A, you must ask your high/school counselor to submit your GPA to www.csac.ca.gov. Continuing Soka student’s GPAs will be automatically submitted by the university. Applicants must also complete a FAFSA by March 2nd of every year for which he/she attends the university.

Cal Grant B – provides a living allowance and tuition and fee assistance for low-income students. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the freshman year, the award also helps pay for tuition and fees. The awards for tuition and fees are the same as those for Cal Grant A. For Cal Grant B, your coursework must be for at least one academic year. To complete the application for the Cal Grant A, you must ask your high/school counselor to submit your GPA to www.csac.ca.gov. Continuing Soka student’s GPAs will be automatically submitted by the university. Applicants must also complete a FAFSA by March 2nd of every year for which he/she attends the university.

All Federal and state grants may partially replace the Soka Opportunity Scholarship. Eligible students must apply for all applicable grants by completing the FAFSA by March 2nd for each year he/she wishes to receive aid. The university will not replace funds for students who are eligible but did not apply or failed to complete the application process.

Hispanic Education Endowment Fund Scholarships (for Orange County high school graduates only):
HEEF – Two Soka scholarships ($1,500) are awarded annually to selected Latino/Latina high school seniors from Orange County.

Institutional Grants and Scholarships (All students are eligible to apply):
All institutional scholarships and grants have a life of 8 semesters of continuous enrollment. And are subject to Satisfactory Academic Progress (SAP) as well as additional terms and conditions for institutional aid which are outlined in the SAP section.

Soka Opportunity Scholarship – All admitted students to the BA in Liberal Arts program whose annual earned family income is $60,000, or less, and who have neither graduated from college nor completed more than 3/4 of their required coursework towards their first undergraduate degree (e.g., BA/BS) at the time of application to SUA, will receive free tuition (room and board fees will still apply). Students whose families earn more than $60,000 combined will be considered for a prorated award. The application for this award is through completion of a FAFSA (domestic students) or through completion of the Institutional Financial Aid Application (international students).

Ikeda Scholarship – The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America. This scholarship provides students with all expenses paid, including tuition, room and board, books, and incidental expenses for the academic year. It is based on merit alone, primarily academic accomplishment with experiences in leadership and service also taken into account. In cases where recipients are already receiving other scholarships or grants, the amount of the Ikeda Scholarship will be reduced not to exceed the total cost of attendance.

Global Merit Scholarships – SUA offers a select number of full-ride scholarships. All
applicants, whether domestic or international, are given equal and automatic consideration for this annual award.

**SUA Makiguchi Scholarship for Global Citizens** – Each year a SUA Makiguchi Scholarship for Global Citizens award will be given to one person, who has graduated from a high school in an African nation and is extremely outstanding both in character and academic standing but has difficulty studying at SUA due to financial situations. This award will consist of tuition, fees and incidental costs, including airfare.

**Merit Scholarships** – Soka Merit Scholarship awards range from $2,000 to $20,000 annually. Award levels determined upon admission to Soka are automatically renewed annually.

**Soka Academic Merit Award** – Each year the Scholarship Committee selects the top five academic students from SUA’s first-year, sophomore and junior classes to receive merit scholarships for the following academic year. The awardees receive a $10,000 scholarship each. The scholarships are not based upon financial need. Selection is based on outstanding academic performance for that year and not on cumulative performance. Although the Soka Academic Merit Awards are given only for a single year, awardees can be selected again in subsequent years. In cases where recipients are already receiving financial aid, the Soka Academic Merit Awards will be used to reduce the amount of the student loan within their financial aid for that year.

A selection committee is formed each year making final recommendations to the University President who announces the recipients of the Ikeda and Academic Merit scholarships in the fall of each academic year.

**Athletic Scholarships:**

**Athletic Scholarships** – are awarded to student athletes. Awards are renewed at the discretion of the athletic department each year and are not determined by need or academic merit. The terms and conditions of this award follow the policy outlined in the individual letter of intent.

**Self-help Aid:**

**Federal Work-study Program (FWS)** – is funded by a combination of federal and institutional funds and is only available to US citizens and eligible permanent residents. To be eligible an applicant must have demonstrated need through completing a FAFSA and by checking the “Interested in Work-study” box on the FAFSA. This program allows a student to earn money towards his/her tuition while working on campus. Awards are limited and vary depending on need. This type of award is considered an award and is counted toward the financial aid package which cannot exceed the cost of attendance (COA).

**Student Employment Program** – is funded by the university and is available to all students regardless of need or geographic origin. Students must apply for individual jobs at the university through the Human Resources Department and is remunerated hourly or by project. This is not awarded as part of the financial aid package. Students may apply for this program regardless of need.

**Resident Assistant Program (RA)** – is coordinated through the housing department. This program is considered an award and is included as part of the financial aid package which cannot exceed the cost of attendance (COA). If a student is already receiving enough aid to partially or fully cover the cost of housing, that aid or remuneration of the RA program will be adjusted so that the COA is not exceeded by aid awarded.

**Federal Direct Loans** – These loans are available through the US government and are only available to eligible US citizens or eligible permanent residents. The loans are guaranteed by the US government without the consideration of a credit check. These loans are more commonly referred to as Stafford Loans and are available, depending on eligibility, as Subsidized and Unsubsidized Loans. Stafford Loans have both annual and yearly limits.

**Subsidized Loans** – are based on financial need. Interest accrued while the student is in school is paid by the federal government and therefore an interest free loan until the student graduates when the loan will begin to accrue interest. After a grace period of six months from the time of graduation, or last day of attendance, interest begins to accrue at 3.4%.

**Unsubsidized Loans** – are available to students regardless of income and assets, and there is no interest subsidy. Interest will accrue at 6.8% from the time of disbursement. Several repayment options are available; students should consult their individual Master Promissory Notes (MPNs) for specific terms of repayment.
### Annual Loan Limits - Stafford Loans

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Combined Base Limit for Subsidized and Unsubsidized Loans</th>
<th>Additional Limit for Unsubsidized Loans</th>
<th>Total Limit for Unsubsidized Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Students</strong> (whose parents were not denied a PLUS loan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td>$3,500</td>
<td>$2,000</td>
<td>$5,500</td>
</tr>
<tr>
<td>Second-Year</td>
<td>$4,500</td>
<td>$2,000</td>
<td>$6,500</td>
</tr>
<tr>
<td>Third-Year and Beyond</td>
<td>$5,500</td>
<td>$2,000</td>
<td>$7,500</td>
</tr>
<tr>
<td><strong>Independent Students (and dependent students whose parents were denied a PLUS loan)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td>$3,500</td>
<td>$6,000</td>
<td>$9,500</td>
</tr>
<tr>
<td>Second-Year</td>
<td>$4,500</td>
<td>$6,000</td>
<td>$10,500</td>
</tr>
<tr>
<td>Third-Year and Beyond</td>
<td>$5,500</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

### Aggregate Lifetime Loan Limits - Stafford Loan

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Combined Base Limit for Subsidized and Unsubsidized Loans</th>
<th>Additional Limit for Unsubsidized Loans</th>
<th>Total Limit for Unsubsidized Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Undergraduate Students</strong></td>
<td>$23,000</td>
<td>$8,000</td>
<td>$31,000</td>
</tr>
<tr>
<td><strong>Independent Undergraduate Students (and dependent students whose parents were denied a PLUS loan)</strong></td>
<td>$23,000</td>
<td>$34,500</td>
<td>$57,500</td>
</tr>
</tbody>
</table>

**Access Loans** – are available for students, with demonstrated need, for up to the cost of room and board with a fixed interest rate of 3.4%. International students interested in applying for an Access Loan will be required to annually submit certain financial documents for review by the Financial Aid Office. Access Loans, if granted, will not exceed the cost of room and board for a single academic year.

**Soka Loans** – are available for independent International students to cover educationally related expenses that exceed expenses covered by the Access Loan. The loan must be applied for annually. The loan is limited up to the cost of attendance (COA).

**PARENT LOANS**

**Federal Direct Parent Loans for Undergraduate Students (PLUS)** – are government-insured loans that are made to parents of dependent students. Parents may borrow PLUS up to the cost of attendance minus other financial aid received during the years the dependent student is an undergraduate. The interest rate is fixed, annually, at 7.9%. There is no interest subsidy for this loan. Repayment begins within 60 days after loan disbursement. Loan approval is based on a credit check run through the US government. Loans must be applied for every year.
**Soka Parent Loans** – Soka Parent Loans are available to parents of international students, up to the cost of tuition less other aid with a fixed interest rate of 6.8%.

**VETERAN BENEFITS**
The Bachelor of Arts in Liberal Arts program at Soka University of America is approved for veterans by the Bureau for Postsecondary and Vocational Education. These benefits are available for veterans and children or spouses of certain deceased or disabled veterans. Application for benefits may be made through any Department of Veterans Affairs regional office, online at www.gibill.va.gov. Students are encouraged to notify the Office of Financial Aid that they would like participate in a VA program during the admissions process to ensure timely processing before the student arrives for classes.

**SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY**
The Office of Financial Aid uses a SAP Policy to determine continued eligibility for financial aid programs. The SAP Policy is comprised of two parts, a qualitative and a quantitative component.

Students must uphold the minimum requirements for both the qualitative and quantitative requirements of the SAP policies to maintain eligibility to participate in the above programs. In compliance with prescribed regulations, Soka University of America has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward specific degree objectives. These requirements also serve as a standard against which to evaluate student progress, grade point averages and the overall time periods in which students complete their undergraduate programs.

**Programs where Federal Satisfactory Academic Progress (FSAP) applies:**
- FSEOG
- Soka Access Loan
- PELL
- Soka Loan
- Cal Grant A & B
- Soka Parent Loan
- Stafford Subsidized and
- PLUS
- Unsubsidized Loans
- All institutional scholarships
- and grants

**What are the SAP policy requirements?**
SAP assumes that the student registers for course loads within the minima/maxima during each regular academic year. Another way to express this is that students must complete their original programs within 180 credit hours. A change of program – different major, additional minor, etc. extends this limit.

SAP is a complement to the Academic Probation policy but is a separate policy governing only financial aid eligibility. Students must be aware that it is possible to avoid Academic Probation or suspension, yet fail to make Satisfactory Academic Progress for financial aid.

The Office of Financial aid will notify students of failure to meet SAP; the Office of the Registrar will notify students of Academic Probation or suspension. Students on Academic Probation may be eligible for financial aid if they are in compliance with applicable SAP as defined here.

**There are two components to SAP:**
Qualitative and Quantitative

Qualitative: The standards for GPA are:

<table>
<thead>
<tr>
<th>Year</th>
<th>Cum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>2 and beyond</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Quantitative: Time Allowed to Complete a Program**

The second component used to measure SAP is the maximum time a student may take to complete a program. To measure this, a student must successfully complete a percentage of credits attempted. This can also be understood by measuring credits attempted vs. credits earned according to the following chart:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Required Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>50%</td>
</tr>
<tr>
<td>30-59</td>
<td>60%</td>
</tr>
<tr>
<td>60-89</td>
<td>70%</td>
</tr>
<tr>
<td>90-119</td>
<td>80%</td>
</tr>
<tr>
<td>120-180</td>
<td>90%</td>
</tr>
</tbody>
</table>

A student must take a minimum of 6 credits to be eligible to receive all or part of his/her financial aid. Aid may be prorated for students who are considered less than full time. Under no circumstances may a student exceed 150% of the time normally required to complete a
program and continue to receive aid dependent on SAP eligibility.

Terms and Conditions for Institutional Scholarships and Grants
All institutional scholarships and grants are subject to additional terms and conditions. Excluding Athletic Scholarships.
Institutional aid has a lifespan of 8 continuous semesters. Institutional scholarships and grants will not be awarded beyond 8 continuous semesters.

Students must maintain either a Cumulative GPA of 3.0, or a semester GPA of 3.0.

FAILURE TO MEET SAP REQUIREMENTS
The US Department of Education has mandated that universal terms be implemented to descript failure to meet SAP. These terms were first implemented in the 2012-13 school year.

Warning
In order to achieve SAP, a student must achieve both the qualitative and quantitative minimum requirements. Failure to meet one or both requirements will result in the placement on SAP Warning.

The previous term to describe “warning” was “probation”.

During the warning period, students will continue to remain eligible for financial assistance if all other requirements have been satisfied. Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

Once a student is placed on SAP Warning, the student has one semester to achieve both the qualitative and quantitative requirements. If a student fails to meet SAP as a result of the fall semester, he/she will have the spring semester to meet SAP. Likewise, if a student fails to meet SAP for the spring semester, he/she will have the fall semester to meet SAP. If the student meets SAP within the warning period (of one semester), he/she will be automatically placed back in good standing for financial aid.

It is possible that a student may fail to meet the specific terms and conditions of an institutional award while continuing to meet the minimum SAP requirements. If this is the case, the student would be placed on warning for the specific award but not placed on general SAP warning.

Students will be notified in writing via traditional mail and via email that he or she is on SAP Warning. Failure to receive notification through one or both of these means is not terms for an appeal. It is the student’s responsibility to understand the Financial Aid SAP policy and to adhere to it.

Students who have questions about SAP Warning, or students who feel they might not have met SAP requirements, are encouraged to contact the Office of Financial Aid or appear in person without an appointment to discuss the policy.

Suspension of Financial Aid
The previous term to describe “susmission of aid or probation”, was “withdrawal of aid”. After one semester of warning and continued failure to meet SAP, some or all of a student’s financial aid will be suspended. This will be called Probation. It is possible to meet the SAP policy and continue to receive aid dependent on that policy while at the same time to not meet the terms and conditions of institutional aid and have only institutional aid suspended.

Students must achieve both the qualitative and quantitative requirements of SAP to remain in good financial aid standing. If a student is placed on SAP Warning as a result of not meeting the qualitative requirement one semester and then meets the qualitative requirement the next but does not meet the quantitative requirement that semester, aid will be suspended.

Students will be notified in writing via traditional mail and via email that he or she is on SAP Suspension (aka probation). Failure to receive notification through one or both of these means is not terms for an appeal. It is the student’s responsibility to understand the Financial Aid SAP policies and to adhere to them.

Students who have questions about SAP Suspension (probation), or students who feel they might not have met the SAP requirements, are encouraged to contact the Office of Financial Aid or appear in person with or without an appointment to discuss the policy.
Regaining Eligibility
Students on financial aid suspension (probation) can make up units and raise their cumulative grade point average the next academic semester; however they are ineligible to receive financial aid during that period of suspension (probation). Once the SAP requirements have been met, students are eligible to apply for financial aid for the upcoming semester.

Students must notify the Office of Financial Aid that he or she has again become eligible for reinstatement of funds.

Appeals and Extenuating Circumstances
Students may make a written request to appeal a financial aid decision determined by the SAP Policy. The Office of Financial Aid is the only office that may field an appeal for Financial Aid SAP. Students must download the appeal form from the student intranet, sign it, and submit it, in-person, to the Office of Financial Aid. Students may request that the form be date marked for when it has been received.

The Office of Financial Aid will determine whether the appeal can be fielded directly by the Office of Financial Aid or if the appeal must be considered by a committee. Only appeals that result in the outcome requested by the student can be fielded directly by the Office of Financial Aid.

Students are entitled to an explanation of why an appeal has been declined. Once an appeal has been declined by committee, students may not make an identical appeal because he/she did not agree with the outcome. The appeal will be considered officially declined.

It is understood that there may occasionally be exceptional circumstances that might affect a student’s ability to meet an assessment deadline or affect their performance in assessment. Extenuating circumstances may include, but are not limited to, a death in the family or prolonged illness. Where appropriate these circumstances may be taken into account by the Office of Financial Aid or committee in making a decision. The Office of Financial Aid or committee will consider each claim and decide whether or not the circumstances were material to the student’s performance in the assessment in question and whether there is sufficient evidence to warrant accepting that the extenuating circumstances existed.

QUESTIONS AND ANSWERS
What Counts as an Attempted Credit?
Any course that has been taken beyond the add/drop period counts as an attempted credit.

What is the difference between dropping a class and withdrawing from a class?
Courses are considered dropped when they have been dropped during the add/drop period are not considered in calculating attempted credits. Courses that have been withdrawn from during the withdrawal period will receive a “W” on the transcript and are included in the SAP calculation as attempted credits though not included as part of the GPA calculation.

How do courses that have resulted in less than a passing grade impact financial aid?
Grades below the minimum passing grade are counted in the attempted credit calculation but are not counted as credits earned.

How do incomplete grades impact financial aid?
Incomplete classes do not earn credit but do count towards the credits attempted calculation. Once a grade is earned in the course, SAP will be recalculated using that grade and any applicable credits earned.

Students must understand that a failing grade resulting from an incomplete will have a retroactive impact on the qualitative and quantitative requirements of SAP.

How do pass/fail courses impact financial aid?
Pass/fail courses are not calculated in the cumulative GPA, but will be included in credits attempted and credits earned.

How does repeating a course impact financial aid?
Credits attempted in repeated classes will be included in the cumulative credits attempted in addition to the original credits.

How will study abroad impact my financial aid?
SAP is calculated at the end of each semester after the regular period for posting grades has ended and grades are posted. Students returning from study abroad may experience a delay in the posting of grades earned while abroad. Courses may show as incomplete during this time and will be treated as
FINANCIAL AID

attempted credits for which no credit has been
earned. The incomplete incurred from study abroad
will not have an impact on the GPA calculation for
SAP.

Once study abroad grades and credits arrive, they
will be calculated in the same manner as regular
courses are calculated for SAP.
Students will not be placed on SAP Warning due only
to late arriving study abroad grades. However,
students will not be awarded or disbursed aid until
grades and credits arrive from the study abroad
semester.

In the circumstance that the study abroad grades
arrive after the scheduled disbursement period at
the beginning of the semester, students will not
receive that scheduled disbursement. A special, later,
disbursement will be made once the grades have
arrived from abroad.

How long do I have to appeal and how
long will the process take?
Students will have 20 business days after notification
to appeal a SAP decision. If a student does not
notice that his/her financial aid has been withdrawn
until the time of disbursement, a separate,
preliminary, appeal must be made to the Office of
Financial Aid for an extension of period to appeal.

If SAP Warning or Suspension (probation) of an
award occurs as a result of study abroad grades, the
student will have 20 business days to appeal the
SAP decision after having been notified of the
Warning or Suspension (probation).

Once a student has graduated, the student may not
appeal a SAP decision.

Students can expect to have a decision within two
weeks of submitting an appeal form. The Office of
Financial Aid may need to request documentation
from the student which could extend this period. In
addition, if the appeal is sent to committee, the
period of time needed to convene a committee could
also extend the time required to make a decision. If
this is the case, students will be notified that there
will be a delay.

RIGHTS AND RESPONSIBILITIES OF
STUDENTS PARTICIPATING IN THE
FINANCIAL AID PROGRAMS
As a recipient of financial aid, there are certain
rights and responsibilities of which students
should be aware. The rights and responsibilities of
students on financial aid are listed in the
following documents:

1. Rights and Responsibilities statement on the
back of the Soka Loan, Access Loan and Soka
Parent Loan promissory notes (International
students and parents).
2. Rights and Responsibilities statement
provided by the lender when applying for
Federal Direct Loans (Domestic students).
Additional information is found on the signed
Master Promissory Note (MPN).
3. Rights and Responsibilities statement
provided by the lender when applying for
Federal Parent (PLUS) loans (Domestic
parents). Additional information is found on
the signed Master Promissory Note (MPN).
4. A Copy of Rights and Responsibilities
statement also available in the Financial Aid
Office.

Students have the right to know the:
1. Financial aid programs available at SUA.
2. Application process which must be followed
to be considered for aid.
3. Criteria used to select recipients and
calculate need.
4. SUA refund and repayment policy.
5. Financial Aid Office policies surrounding
satisfactory academic progress.
6. The rights and responsibilities of individual
programs can be found on the terms and
conditions pages of each program or on the
Master Promissory Note for the loan.

Students are responsible for:
1. Completing all forms accurately and by the
published deadlines.
2. Submitting information requested by Financial
Aid Office by the deadlines.
3. Keeping the Financial Aid Office and Lenders
informed of any changes in name, address,
marital status, financial situation, or any
change in student status.
4. Reporting to the Financial Aid Office any
additional assistance from non-University
sources such as scholarships, loans, and
educational benefits.
5. Notifying the Financial Aid Office of a change
in enrollment status.
6. Maintaining satisfactory academic progress.
7. Re-applying for aid by March 2 of each year.

REPAYMENT OF LOANS
Repayment of Federal Direct Loans (subsidized
and unsubsidized), Soka and Soka Access Loans
begins six months after graduation or six
months after a student’s last date of attendance.
Repayment may also begin six months after a
student attends less than half-time.
Repayment of Federal Direct PLUS and Soka Parent loans begins within sixty days after disbursement.

Borrowers under all lending programs have the right to prepay their loans at any time without penalty.

Students should consult the original MPN associated with each loan borrowed to determine the repayment options.

Each student must complete exit counseling which will describe, in detail, payment plans available to the student. Exit counseling is required before a student is allowed to walk at graduation.

The borrower’s liability for repayment is discharged if the borrower becomes permanently and totally disabled or dies or if the student for whom a parent has borrowed dies. Federal Student Loans or PLUS are generally not dischargeable in bankruptcy.

**Deferring Repayment**

Repayment of a Federal Student Loan that is not in default may be deferred for the following reasons. Student is enrolled at least half-time study:

- at an eligible school;
- in an approved graduate fellowship program or rehabilitation training program;
- undergoing a medical internship or residency program;
- or is:
  - Unemployed (up to three years);
  - facing economic hardship (up to three years).

During periods of approved deferment, a Subsidized Stafford Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Unsubsidized Stafford or PLUS borrower, principal repayment may be deferred, but interest continues to accrue and is capitalized or paid by the borrower during that time.

**Forbearance**

A loan borrower or endorser may receive forbearance from their lender. It is up to the lender’s discretion if the borrower is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Interest is accrued during a period of forbearance.

**ENTRANCE AND EXIT COUNSELING**

First-time Federal Stafford Loan (subsidized and unsubsidized) borrowers must receive pre-loan or entrance counseling before the first disbursement.

Shortly before graduating from, or terminating enrollment at Soka University of America, borrowers must receive exit loan counseling. The Financial Aid Office collects information about the borrower’s permanent address, references, expected employment and driver’s license number. This information is forwarded to the lender or federal servicer.

**REFUNDS AND REPAYMENTS**

Students who withdraw from school may be expected to repay a portion of their financial aid. According to a formula prescribed, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them.

**STUDENT LOAN DEFAULT**

A hold will be placed on any delinquent student loan accounts. A hold will prevent the student from registering and receiving services from SUA including release of transcript, grades and alumni service. Account balance and hold information is available through the loan servicer for Soka Loans and through the designated servicer for federal loans.

Delinquent loans will include past due and/or accounts placed with a collection agency. Delinquent loans will be reported to credit bureaus, and borrowers will be responsible for any collection costs including but not limited to agency fees, attorney’s fees, court costs, and other fees related to the collection of the loan.

The SUA Office of Financial Aid is committed to continuing to counsel students on loans taken out while at SUA after graduation. Students should contact the Office of Financial Aid for advise on repayment of loans.
DISBURSEMENT OF FUNDS
Fall aid is scheduled to be disbursed on or after September 15, 2013. Spring aid is scheduled to be disbursed on or after February 10, 2014.

The Student Accounts Office has the responsibility for disbursement of scholarship, grant, and loan checks. After subtracting tuition and other appropriate outstanding charges, the Student Accounts Office releases the remaining credit balance to the student within fourteen days after the credit balance occurs.

If a student is receiving a paper check, Student Accounts Office notifies the student when the check is ready to be picked up. If the monies are an Electronic Fund Transfer (EFT), Student Accounts Office notifies the student that the fund has been transferred into their account. Soka University does not apply any credit balance to prior year’s charges. All students must have a zero balance at the end of each academic year.

TAX LIABILITIES
You are liable for a 14% Federal Income Tax, based on any scholarship or grant award over $28,950. For international students, this tax will be deducted by the Student Accounts Office before a disbursement is made. However, if the tax deduction is not made by Student Accounts, you are still liable to pay it. Domestic students should calculate their tax liability in their annual income tax filing. For further information regarding tax liabilities, please contact the Controller’s Office at (949) 480-4338.

TAX CREDIT
The Tax Relief Act of 1997 created two programs that may be useful to students or their parents.

Hope Scholarship Tax Credit – Provides up to $1,500 in tax credit for tuition and required fees for the first two (2) years of college for students enrolled at least half-time. The credit for most in-state students would, of course, is much less because of the low cost. Students whose fees are waived through the Board of Governors fee waiver program or whose fees are covered by a scholarship or grant would not be eligible to take the tax credit.

Lifetime Learning Tax Credit – Families can receive a 20% tax credit for the first $5,000 of tuition and required fees paid each year. The maximum credit is determined on a per-taxpayer (family) basis, regardless of the number of postsecondary students in the family. As above, students whose fees are covered by a fee waiver, scholarship or grant would not be able to add their cost to their family’s for tax credit calculation.

As tax laws and program change, you should consult a tax professional for further details on the tax units including phase-out of eligibility depending on the family’s adjusted gross income.

ESTIMATED COST OF ATTENDANCE (COA) FOR ACADEMIC YEAR 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>Domestic Students</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$27,950</td>
<td>$27,950</td>
</tr>
<tr>
<td>Room &amp; Board*</td>
<td>$10,916</td>
<td>$10,916</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Health Insurance Fee*</td>
<td>$1,142</td>
<td>$1,142</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$568</td>
<td>$568</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$42,076</strong></td>
<td><strong>$43,076</strong></td>
</tr>
</tbody>
</table>

*Direct costs paid to the university.
Tuition and Fees

The Office of Student Accounts manages and accepts payments for the student financial accounts, including tuition payment plans, and all other fees due to Soka University of America (SUA). We strive to provide efficient, timely and personalized service for students and/or parents to comfortably manage their financial matters.

Payment of fees/charges may be paid in the Office of Student Accounts. Online credit card payment option is now available online through the PeopleSoft Student System. Charges include the following:
• Tuition, Room and Board, and Health Fee
• Fees & Fines
• Miscellaneous Charges

Students are responsible for full payment of tuition, fees, and all other debts due to the University. The Office of Student Accounts makes every possible attempt to provide students with a statement of charges due, however it is the student’s responsibility to pay amounts owed no later than the payment deadline. Account balance information is available online through the PeopleSoft Student System. In order for billing and other student related information to reach students it is important that the University have the most current address information. Address changes may be made at the Office of the Registrar or by accessing the PeopleSoft Student System online.

In accordance with the Family Education Rights and Privacy Act of 1974, billing information will only be discussed with or mailed to the student. Students who would like to provide account information to a third party must complete a form at the Registrar’s Office with the release authorization. This will also allow us to discuss the student’s financial account information with the person named on the form.

Tuition, Room and Board and Health Insurance Fees

Tuition and room and board will be charged on a per session basis. Full-time students are those enrolled in 12 or more units in any given semester. They are assessed full-time tuition and fees. Part-time students are those enrolled in less than 12 credits. All charges must be paid within the designated due dates in full, or under a payment plan.

All students are required to be covered by a health insurance plan. All international students are required to purchase SUA health insurance. Students from the United States may elect to provide their own insurance, in which case they must fill out a waiver and show the Student Affairs Office a proof of comparable insurance coverage. Students without a waiver must purchase the SUA health insurance plan. Health insurance fees will be charged on a per session basis, Fall Session and Spring Session. For further information regarding health insurance plan and coverage dates, please contact the Student Affairs Office at (949) 480-4130.

Tuition, room and board, and health costs at SUA are as follows:

**Full-time**
- Tuition: $13,975 per session
- Room & Board: $5,458 per session
- Health Fee: $597 per session

**Part-time (upon approval)**
- Tuition: $1,165 per unit
- Room & Board: $5,458 per session
- Health Fee: $597 per session

Payment Method
Tuition, room and board, and health insurance payments will be accepted through the following payment methods:
• Personal Check (Third party checks are not accepted)
• Money Order/Cashier’s Check/ Bank Certificate
• Wire Transfer
• Online Credit Card Payment (through PeopleSoft system) - Visa, MasterCard, American Express, Discover, JCB

Payment Plan Option
Tuition, room and board, and health fees will be charged on a per session basis, Fall Session and Spring Session.

Payment information and calculation worksheet will be mailed to students prior to the beginning
TUITION AND FEES

of the academic year. Payment arrangement must be made according to the calculated due amount for Fall & Spring Sessions at their respective payment schedule.

SUA offer 2 payment options to students. Payment can be made either by payment in full for the session, or making arrangements for an installment payment plan.

With this installment plan, there will be a sign up fee. Detailed information will be mailed out to students prior to beginning of the academic year.

In making installment payment arrangements for tuition, room and board, and health fees, the payment schedule will be as follows:

Fall Session:

<table>
<thead>
<tr>
<th>Payments</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Session Payment</td>
<td>8/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Installments</td>
<td>8/10</td>
<td>9/10</td>
<td>10/10</td>
<td>11/10</td>
<td>12/10</td>
</tr>
</tbody>
</table>

(Above dates reference August 2013 to December 2013.)

Spring Session:

<table>
<thead>
<tr>
<th>Payments</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Session Payment</td>
<td>1/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Installments</td>
<td>1/10</td>
<td>2/10</td>
<td>3/10</td>
<td>4/10</td>
<td>5/10</td>
</tr>
</tbody>
</table>

(Above dates reference January 2014 to May 2014.)

For more information, please contact the Office of Student Accounts.

FINANCIAL AID DISBURSEMENT
Financial aid disbursements for continuing students normally occur during the first week of instruction. However, for new students federal grant disbursements are made after the 45th day of school and loan disbursements after the 30th day of school. All financial aid processed will be posted and applied to room & board, tuition, and health fees first. Any remaining credit will be provided to students in the form of a refund. Questions regarding your Financial Aid should be directed to the Office of Financial Aid at (949) 480-4042.

Refund checks are mailed or electronically transferred into your bank account. It may take up to 10 business days from the date of disbursement for funds to appear in your bank account. To sign up for direct deposit, please contact the Office of Accounts Payable or Student Accounts.

If the Financial Aid award is not sufficient to cover tuition & fees in full, the student is responsible for any outstanding balance by the fee payment deadline. A late payment fee may be assessed to all past due accounts.

TAX LIABILITIES
For International students a Federal Income Tax withholding may be applied to amounts of scholarships or grants that are greater than qualified education expenses as defined by the Internal Revenue Service. Depending on the students country of origin, a 14% Federal Income Tax may be withheld from any scholarship or grant awarded over $28,950 for the academic year and applied around beginning of each session. Students are responsible for full-payment of tax withholding at the time of charge. For further information regarding tax liabilities, please contact the Controller’s Office at (949) 480-4319.

NONPAYMENT WITHDRAWAL
Nonpayment of tuition may result in student’s involuntary withdrawal from the university and/or dropped from all courses. All session charges must be paid in full prior to the end of the academic session. The Office of Student Accounts will review any accounts with unpaid tuition for consideration of nonpayment withdrawal and enrollment cancellation.

In the event of withdrawal for nonpayment of tuition, a student will be dropped from all courses, from campus housing, and from food services. A hold will be placed on a student’s account until the financial obligation is met.
**HOLD POLICY**
A hold will be placed on the student’s account for any charges past due including tuition, miscellaneous fees, and/or student loan. A hold prevents a student from registering and receiving various services from SUA including, but not limited to, transcript requests. Account balance and hold information is available through the PeopleSoft Student System and/or through loan servicer. Please contact the Office of Student Accounts for resolution of past due balances and the removal of all financial holds. Contact the indicated office for release of non-financial holds.

**WITHDRAWAL REFUND SCHEDULE**
Students who withdraw from the University must complete a withdrawal form available at the Office of the Registrar or the Dean of Students. Before your withdrawal can be processed, all signatures specified on the withdrawal form must be obtained from the indicated departments. The Office of the Registrar will process the withdrawal based on the appropriate withdrawal date. This date is used in the calculation of tuition and any possible refund. If a refund is due, it will be processed according to the following refund schedule per session.

<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

**FEES & FINES**
Students are responsible for paying any of their fees and fines at the time of the service or assessment. Any questions regarding fees and fines assessed by other departments should be directed to the office originating the fee.

- Late Payment Fee .................. $20.00
  (per month)
- Late Registration Fee ........ 60.00
- Returned check fee ........ 20.00
- Lost ID Card .................. 15.00
- Replacement Check ................ 20.00
- Transcript ....................... 5.00
  - express mail (domestic) .......... 20.00
  - express mail (international) .... 30.00
  - rush transcript (additional fee
    per request) .................. 10.00
- Duplicate Diploma ................ 30.00

**RETURNED CHECK POLICY**
In the event that a check is returned to SUA for any reason, a fee of $20.00 may be charged. A hold will be placed on the student account until the amount of the returned check and fee is paid. Payment must be made using cash, certified check, money order, cashier’s check, or wire transfer to cover the check and the administrative fee.

If SUA receives three (3) or more returned checks on any one account, another personal check will not be accepted for a minimum of two (2) years.

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

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

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

1 University Drive
Aliso Viejo, CA 92656
Direct: (949) 480-4043 or (949) 480-4129
Fax: (949) 480-4151
studentaccounts@soka.edu
Student Affairs recognizes that students learn as much outside the classroom as they do in the classroom. With this awareness in mind, Student Affairs is dedicated to creating a student-centered environment on campus that will provide the best possible living experience and learning opportunity for students. Working effectively with faculty and staff, Student Affairs supports the university’s mission to foster a steady stream of global citizens committed to living a contributive life.

**STUDENT ACTIVITIES**

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

**RESIDENTIAL LIFE**

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

The residence halls are designed to stimulate group interactions through providing spaces such as an exercise room, living room and multi-faith room. Residential Life staff work closely with students to assist in providing the best living experience.

**ATHLETICS AND RECREATIONAL SPORTS**

SUA has been a member of the National Association of Intercollegiate Athletes (NAIA) since September of 2007. SUA student athletes compete in Men’s and Women’s Swimming, Track and Field, Cross Country and Soccer. As a member of NAIA, student athletes can compete for national championships in these sport categories.

In addition to these sport programs, SUA students participate in various recreational and athletic programs that enhance their overall wellness. Many of these programs are accommodated in our state-of-the-art recreation facilities, which include an Olympic-size swimming pool; a complete recreation center for basketball, volleyball, racquetball, and exercise and weight training; six tennis courts; a soccer field; and a track-and-field facility. Recognizing that recreation and leisure are an important part of a well-balanced lifestyle and are integral to the complete collegiate experience, SUA's Athletics strives to offer a wide variety of recreational and leisure opportunities.

**STUDENT GOVERNMENT ASSOCIATION**

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

SSU provides the student body with activities and a forum to discuss school issues. The Union also administers research grants awarded to students to assist in individual or group research projects.

**Executive Council members of SSU:**
1. President
2. Vice President
3. Secretary
4. Treasurer
5. Attorney General

The EC coordinates elections, manages the budget for student organizations, and represents the student body on university committees. Annual elections for SSU officers are held in the spring. All members of SSU are invited and encouraged to attend meetings.

**CAREER SERVICES**

SUA is committed to support students in their career exploration and preparation to succeed after college. It offers help with career planning, job/graduate school search, cover letter and resume writing, interviewing and follow-up, negotiation, on-campus interviews, and various workshops and seminars.
COMMUNITY SERVICES/INTERNSHIP
For those students interested in giving back to the community through volunteer activities or gaining experiences through internships, SUA’s Community Services/Internship is committed to creating opportunities for students to actively engage in society through a variety of venues. Through a flexible and individualized approach, the office strives to provide services that will meet specific needs of students and help them to expand their interests beyond classrooms.

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

STUDENT CODE OF CONDUCT
SUA is fully committed to the safety and well being of all community citizens. It is the intention of the University to foster an environment that is devoid of harassment, violence, and any infringement of the rights of privacy and property.

Therefore, SUA has established a standard of conduct as a provision to protect the rights of members of the University community - The Code of Conduct and the Office of Student Conduct & Resolution to communicate SUA standards. Copies of these documents can be found in this handbook and in the Student Handbook.

The Code of Conduct identifies the kinds of disruptive behavior that inhibit the normal functioning of the University and its constituents. In order to protect the community from such disruption, the Code of Conduct includes various actions that the University can elect to apply. The Code of Conduct and the Student Conduct & Resolution process describe the policies of the institution, which are designed to protect the entire University community. Soka expects that its students, inside and outside of the University, will conduct themselves with honor and integrity and in the spirit of good citizenship will adhere to the high standards of this institution.

The following misconduct is subject to disciplinary action:

a. Intentional violation of the Campus Alcohol Policy and Drug Policy.
b. Direct and indirect forms of abuse, threats, intentional or reckless endangerment, or causing physical harm to any person or oneself.
c. Sexual harassment as defined in the University Policy on Sexual Harassment.
d. Possession of a weapon on campus.
e. Intentionally initiating or causing to be initiated any false reporting, warning or threat of fire, explosion or other emergency.
f. Disorderly or inappropriate conduct on University property or at official University functions.
g. Forgery, unauthorized use of or alteration of any University document, card system or identification.
h. Intentionally or recklessly interfering with any and all normal University or University-sponsored activities, events and procedures.
i. Unauthorized entry or use of University facilities.
j. Intentional violation of the term of any imposed sanction imposed in accordance with the Code.
k. Theft of property; possession of stolen property.
l. Intentionally or recklessly destroying or damaging College property or the property of others.
m. Purposefully failing to comply with the reasonable directions of University officials, including Campus Security officers.
n. Intentional violations of other published University regulations or policies. Such regulations or policies may include the Academic Catalog and the Residential Life Guide, as well as those regulations relating to governing student organizations.
o. Actions violating University policies or inappropriate conduct by a student’s guest.
p. Violation of federal or state law of special relevance to the university including but not limited to sex offenses and indecent conduct.
q. Hate violence motivated by hostility to race, ethnic background, religious belief, sex, age, disability, or sexual orientation.
STUDENT RIGHTS AND RESPONSIBILITIES
Each member of the University shares the responsibility for maintaining conditions conducive to the achievement of the University's mission.

Complainant's Rights
Any student or member of the SUA community may bring complaints related to a violation in the code of conduct to the Coordinator of Student Conduct & Resolution or the Dean of Students. In addition, criminal or civil complaint may be filed with the state of California if desired. The university encourages all those affected by the incident to report violations of the law to proper authorities on or off campus. Victims' rights will be upheld and strictly protected by the Office of the Dean of Students. A respectful, equitable, expeditious and thorough fact-finding process will be conducted upon receipt of a complaint.

Rights include the following:
• Victim/Witness Advocates
• Submit a statement to be considered by the Coordinator of Student Conduct & Resolution /Dean of Students/ Student Conduct & Resolution Board prior to an imposed sanction.
• Restriction Directive (restraint)
• Appeal the decision and request the Student Conduct & Resolution Board to hear the case

If the student alleged to be responsible for the misconduct or violation of the Student Code of Conduct is sharing a room in the residence hall or nearby, and poses a threat, arrangements can be made to assign a new room for the complainant. And depending on the situation, this student may be asked to move to another room and may be restricted from visiting a particular hall.

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

Accused Student Rights
Students who are allegedly responsible for violating the Student Code of Conduct also have rights. A thorough fact-finding process will be conducted by the Coordinator of Student Conduct & Resolution upon receipt of a complaint. The Coordinator of Student Conduct & Resolution will meet all parties alleged of violating Student Code of Conduct. The student(s) will then be provided an opportunity to respond to allegations of misconduct. After a respectful, equitable and expeditious review, the Coordinator of Student Conduct & Resolution will attempt to resolve the complaint or refer the case to the Dean of Students if necessary. The student(s) also has the right to request to convene the Student Conduct & Resolution Board and appeal the decision.

Rights of Student(s) allegedly responsible for misconduct include the following:
• Discuss the incident with the Coordinator of Student Conduct & Resolution
• Be informed in writing of all allegations by specific period of time prior to a hearing
• Not corroborate or answer questions
• Present witnesses
• A closed hearing
• Appeal the decision and request the Student Conduct & Resolution Board to hear the case

If the case is appealed to the Student Conduct & Resolution Board, the Board may determine based on the sensitivity of an incident and/or
violation to require a closed hearing barring all members of the University community from attending. An ad hoc committee as determined by the Student Conduct & Resolution Board Chair may hear sensitive cases.

STUDENT CONDUCT & RESOLUTION PROCESS
The Office of Student Conduct & Resolution serves to assist students who are affected by an incident as well as those who are allegedly responsible for an incident. The Office of Residential Life and Campus Security also works in cooperation with this office to report incidents and assist in the fact finding process.

Our approach is intended to be an educational process and all proceedings are informal. However, students should be aware that they could be held accountable for both civil and criminal authorities as well as to the University for violating a state and/or federal law that also violates the Code of Conduct.

When an allegation is made that a violation of the Code of Conduct has occurred, the Coordinator of Student Conduct & Resolution conducts a preliminary fact-finding process which includes meeting with all student(s) involved in the incident. The purpose is to determine if there is sufficient information to hold the student(s) responsible for a violation. If the Coordinator decides that there is adequate information to hold the student(s) responsible, the complaint will be dropped and no further action taken. However, if there is adequate information to support the complaint and it meets a “preponderance of the evidence” standard (i.e., it is more likely than not the violation of the code of conduct occurred) an appropriate sanction will be imposed.

Certain cases involving issues such as sexual harassment and drugs will be automatically elevated to the Dean of Students. For these violations, more severe sanctions such as suspension, probation and expulsion can be given.

Note that the Dean of Students may intervene in the process at any time during any case if needed. The Dean of Students is also designated as SUA’s Title IX & Section 504 Deputy Coordinator for discrimination complaints including sexual harassment and sexual violence involving students.

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

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

- Warnings (verbal and/or written)
- Community Service or Special Assignment
- Monetary Fines
- Parental Notification in the case of alcohol and/or controlled substance abuse
- Exclusion from specific campus privileges
- Probation*
- Suspension*
- Expulsion*

*Directed by the Dean of Students

Other restrictions may be imposed at the discretion of the Coordinator of Student Conduct & Resolution or the Dean of Students or the Student Conduct & Resolution Board. These would include but are not limited to restitution including monetary or material replacements, fines, or parental notification. Any act of retaliation is strictly prohibited and will result in additional sanctions.

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

MEDICAL AMNESTY POLICY
Student health and safety are of primary concern at Soka University of America. As such, in cases...
of an alcohol/drug-related emergency (intoxication, alcohol poisoning and/or drug overdose), SUA encourages student(s) to call for medical assistance for themselves and/or for another student who they observe to be or feel is dangerously intoxicated/under the influence of alcohol or illegal substance.

If a student(s) calls for medical attention on behalf of another student or for themselves, the student(s) who called for medical attention will not be subject to disciplinary action for a violation of the SUA’s Student Code of Conduct. However, the student(s) must meet with the Student Conduct & Resolution Coordinator within 5 business days of the incident in order to request Amnesty. Medical Amnesty will then be officially granted to the student based on the discretion of the Student Conduct & Resolution Coordinator.

In order to be granted Medical Amnesty, the student must remain with the person experiencing the emergency until medical assistance arrives. Calling for medical attention may include a range of efforts such as a voluntary examination by University Residential Life Staff, contacting local EMS, seeking transportation to or visiting a hospital for more intensive care. It also includes asking for the assistance of Student Health Services. Medical intervention must be sought at the time of the observed conditions that give rise to a reasonable suspicion of alcohol/drug abuse.

This policy does not apply to individuals who

• are experiencing an alcohol related medical emergency who are found by University employees (e.g., Campus Security, faculty, administrative staff, or Residence Life staff)
• although they called for medical assistance, did not stay with the person in distress until the medical assistance arrived
• needed medical attention but did not seek professional assistance and are confronted by university staff (RA, UDPD, as an example)

This policy applies to the student(s) who seek emergency medical assistance only in connection with an alcohol/drug related medical emergency and does not apply to other Student Code of Conduct violations.

The Medical Amnesty Policy is not intended to shield or protect those students that repeatedly violate the Student Code of Conduct. In cases where repeated violations of the Campus Alcohol/Drug Policy occur, the University reserves the right to take disciplinary action on a case-by-case basis regardless of the manner in which the incident was reported.

APPEALS PROCESS

Only a student who already went through the Student Conduct & Resolution process and was officially held responsible for violating a Student Code of Conduct policy can appeal the decision. If a student disagrees with the decision of being held responsible, he/she may choose to go through the Appeals Process. An appeal request must be made to the Dean of Students in writing within 5 class days of the receipt of the decision. A student can appeal only once and the decision made by the appeal process will be final.

A student can choose 1 of 2 pathways to appeal. Either through a written appeal OR a re-hearing of the case. To reiterate, only 1 pathway can be chosen. It is important to note that regardless of the pathway chosen, the purpose of the appeal process is only to review the decision to hold a student responsible for violating the Student Code of Conduct; not the sanctions. Please read below carefully for more information.

I. Written appeal:

In the case of a decision made by the Coordinator of Student Conduct & Resolution, a student can appeal the decision to the Dean of Students through a written statement. An appeal request must be made to the Dean of Students in writing within 5 class days of the receipt of the final decision communicated by the Coordinator. The right of appeal does not include an appearance before the Dean. The Dean’s decision will be final.

If the case was initially heard by the Dean of Students due to the severity of the alleged violation, the student may appeal the Dean’s decision to the President of the University through a written statement. The right of appeal does not include an appearance before the President. The President’s decision will be final.
In both scenarios, the appeal is to only review the decision of being held responsible. Therefore, if the Dean of Students or the President of the University upholds the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, all sanctions that were initially issued remain the same. Sanctions are not reviewed in this process.

However, if the Dean of Students or the President of the University reverses the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, then all sanctions that were initially issued will be dropped.

2. Re-hearing appeal:
   Alternatively, a student may request the Student Conduct & Resolution Board* to re-hear the case. This pathway includes an appearance before the Board and their decision will be final.

   If the case is appealed to the Student Conduct & Resolution Board, the Board may determine based on the sensitivity of an incident and/or violation to require a closed hearing barring all members of the University community from attending. An ad hoc committee as determined by the Student Conduct & Resolution Board Chair may hear sensitive cases.

   After hearing the case, the Student Conduct & Resolution Board will either uphold or reverse the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students to hold a student responsible for violating the Student Code of Conduct.

If the Student Conduct & Resolution Board upholds the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, all sanctions that were initially issued remain the same. Sanctions are not reviewed in this process. However, if the Student Conduct & Resolution Board reverses the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, then all sanctions that were initially issued will be dropped.

*The Student Conduct & Resolution Board, convened by the Dean of Students, is made up of two students elected by peers, two professional staff and two faculty members appointed by the President of the University. One professional staff or faculty member will be appointed as a Chairperson. The Chairperson is a non-voting member except in the event of a tie vote. The Student Conduct & Resolution Board appointments are for a one-year term for students and a two-year term for faculty/staff. The Student Conduct & Resolution Board serves as an administrative unit and does not conduct its proceedings as a judicial tribunal nor is it likened to a court of law.
University Policies
UNIVERSITY POLICIES

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

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

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

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

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

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

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

Students may withhold directory information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should consider all aspects of a directory hold prior to filing such a request. The initial request must be filed during the first two weeks of the fall session. Requests for non-disclosure will be honored by the university for no more than one academic year. Re-authorization to withhold
directory information must be filed annually in the Registrar’s Office within the first two weeks of the Fall Session.

**CAMPUS ALCOHOL AND DRUG POLICY**

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

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

In summary, these laws prohibit:

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

As a TITLE IV institution receiving Federal aid, the University must comply with Federal regulations regarding illegal substances. 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 federal laws. Such possession, distribution, or use is prohibited in any building or on any property owned or operated by the university. Possession is defined to include any area or property for which the student or employee is responsible.

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

**ADMINISTRATIVE PROCEDURES FOR OBTAINING APPROVAL TO SERVE ALCOHOL ON CAMPUS**

All individuals wishing to sponsor an event on campus where alcohol is served must seek and obtain the written approval of the Dean of Students. In granting permission, the Dean is at discretion to set the terms and restrictions of such use and to hold sponsoring parties and events responsible for abiding by those conditions.

**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.
UNIVERSITY POLICIES

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

DISABILITIES POLICY
Soka University of America (SUA) is committed to ensuring equal treatment, educational opportunity and human dignity for students with learning, physical/medical, and psychological/psychiatric disabilities. SUA is committed to providing reasonable and appropriate accommodations to otherwise qualified students with disabilities. These accommodations include academic adjustment and auxiliary aids necessary to ensure access to the University’s overall education program in accordance with Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and ADA Amendments Acts of 2008.

Whenever the need for a special accommodation or auxiliary aid is necessary, the department/area responsible for the program or service will work with the Office of Student Services to ensure that reasonable accommodations are made. Nevertheless, an academic unit is not required to fundamentally alter the nature of its academic program in order to accommodate students.

The student is presumed to have independent living skills sufficient to provide for his/her personal needs on campus. If this is not the case, the student must, at their own expense, employ a personal attendant or mobility aide. Students requiring specialized medical care beyond that ordinarily offered through the Student Health Center must be prepared to bear the expense of this care through a general hospital or a private physician/clinic of their choice.

It is the student’s responsibility to provide diagnosis and supporting documentation to establish the severity of his/her condition and the implications on major life activities. Upon receipt of relevant documentation and assessment data, the student shall receive reasonable and necessary accommodation, including adjustments and aids.

The ADA defines an individual with a disability as a person who
(1) has a physical or mental impairment that substantially limits one or more of the major life activities of that person,
(2) has a record of such an impairment, or
(3) is regarded as having such an impairment.
Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

For inquiries regarding Soka University of America disability policy, please contact the Office of Student Services at (949) 480-4139 or visit our website (www.soka.edu) under Student Services for a more detailed description of the Disabilities Services Policies and Procedures.

NOTICE OF NONDISCRIMINATION POLICY
Soka University of America does not discriminate on the basis of race, color, ancestry, national or ethnic origin, citizenship, religious creed, sex or gender, sexual orientation, gender identity, age, disability, veteran status, status as a disabled veteran, marital status, medical condition, genetic information or any other characteristic protected under applicable federal, state or local law in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic programs, other university-administered programs and activities and university employment and related activities. Sexual harassment and sexual violence are types of sex discrimination. This policy applies to conduct on and off campus and protects students, faculty, staff and others.

The following persons have been designated to handle inquiries and complaints regarding SUA’s nondiscrimination policies:
Title IX & Section 504 Coordinator
For Faculty, Staff and Others

Director of Human Resources
I University Dr.
Aliso Viejo, CA 92656
949-480-4000

The Director of Human Resources is designated as SUA’s Equal Employment Opportunity Officer and Senior Section 504 and Senior Title IX Coordinator with respect to faculty, staff and others.

Title IX & Section 504 Deputy Coordinator
For Students

Dean of Students
I University Dr.
Aliso Viejo, CA 92656
949-480-4000

The Dean of Students is designated as SUA’s Section 504 and Deputy Title IX Coordinator with respect to students.

Inquiries concerning the application of Title IX may be referred to SUA’s Title IX & Section 504 Coordinator or the Office for Civil Rights of the U.S. Department of Education. For further information on notice of non-discrimination, visit http://wdcrboclop01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

NON-HARASSMENT POLICY
The university does not tolerate sexual harassment or harassment based on race, color, ancestry, national or ethnic origin, citizenship, religious creed, sex or gender, sexual orientation, gender identity, age, disability, veteran status, status as a disabled veteran, marital status, medical condition, genetic information or any other characteristic protected under applicable federal, state or local law. All such harassment is unlawful.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:
a. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.
b. Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.
c. Physical conduct such as assault, unwanted touching or blocking normal movement because of sex, race or any other protected basis; threats and demands to submit to sexual requests and sexual favors.
d. Retaliation for having reported or threatened to report harassment.

A written complaint should be given to the Dean of Students 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.

SEXUAL OFFENSE POLICY AND PROCEDURES
Following is an abbreviated version of the policy. For the complete policy, please refer to student handbook.

I. Policy
Soka University of America (SUA) will not tolerate and prohibits rape, acquaintance rape, and sexual assault in any form. These acts are against California State Law. Rape and other sexual assaults also violate the University’s policy prohibiting sexual harassment. If there is reason to believe that SUA campus regulations prohibiting sexual assaults of any kind have been violated, on or off-campus, the administration will pursue disciplinary action through the appropriate University procedures.

Sexual assault occurs with disturbing frequency among college age men and women but is very often unreported. In order to provide support for individuals reporting incidents of sexual assault and to enforce the behavioral standards critical to the University’s mission, students are encouraged to report all violations of this policy to appropriate University personnel.

The University acknowledges that rape perpetrated by someone unknown (often referred to as “stranger rape”) does occur. However, the most prevalent form of sexual assault on a college campus is
between two people who know each other (often referred to as “acquaintance rape”). The acquaintance may be a date, partner, or someone known casually from a residence hall, class, club, or through mutual friends.

Regardless of the relationship, the same institutional response and penalties apply. To clearly illustrate the seriousness of these offenses, this policy does not differentiate the types of offenses based on the relationship between the individuals. SUA complies with its obligation to investigate and resolve concerns of harassment and/or assault, regardless of whether or not a formal complaint is filed, in order to maintain a non-discriminatory and respectful educational environment.

II. Definition

A. Sexual Assault: Non-Consensual Sexual Intercourse
Sexual assault is a general term which covers a range of crimes. For the purposes of this statement by the University, “sexual assault” includes, but is not limited to rape, acquaintance rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Rape is generally defined as forced or nonconsensual sexual intercourse. Non-consensual sexual intercourse may take many forms including, but not limited to, rape by a stranger, an acquaintance, while on a date; rape by multiple perpetrators (often referred to as “gang rape”), and may occur both on and off campus. Rape may be accomplished by fear, threats of harm, and/or actual physical force. Rape may also include situations in which penetration is accomplished when the victim is unable to give consent, or is prevented from resisting, due to being intoxicated, drugged, unconscious, or asleep.

B. Sexual Harassment
Sexual harassment is a form of sex discrimination and a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. Sexual harassment has two key categories: quid pro quo (loosely translated as “this for that”) and hostile environment. Often sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behaviors have a harmful effect on a person’s ability to study or work in an academic setting. In compliance with federal and state law, SUA defines sexual harassment as follows:

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

a. Submission to such conduct is made either explicitly or implicitly as a term or condition of instruction, employment, or participation in other College activity;
b. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
c. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive College environment.”

C. Sexual Exploitation
Sexual Exploitation occurs when a person takes non-consensual, unfair, or abusive sexual advantage of another for his/her own advantage or benefit; or to benefit or advantage anyone other than the one being exploited. This behavior must not otherwise constitute a violation of sexual assault or sexual harassment. Examples of sexual exploitation include, but are not limited to, prostituting another student, non-consensual video or audio-taping of sexual activity, presentation or unauthorized viewing of such recordings, going beyond the boundaries of consent (such as letting your friends watch you
having consensual sex without the knowledge or consent of your sexual partner), engaging in peeping tommy, and knowingly transmitting an STD or HIV to another student.

D. Consent
Consent must be informed, freely and actively given, and consist of a mutually agreeable and understandable exchange of words or actions. Any consent that is given is invalid when the exchange involves unwanted physical force, coercion, intimidation, and/or threats. If an individual is mentally or physically incapacitated or impaired such that one cannot understand the fact, nature or extent of the sexual situation, and the incapacitation or impairment is known or should be known to a reasonable person, there is no consent. This includes conditions resulting from alcohol or drug consumption, or being asleep or unconscious.

III. Disciplinary Action
A student charged with sexual assault may be prosecuted under the California Criminal Justice System and disciplined through SUA student conduct and resolution process. Even if the criminal justice authorities choose not to prosecute, the accused may be subject to University disciplinary action. University student conduct and resolution procedures should be considered distinct and independent of any and all criminal procedures. Student conduct and resolution procedures may precede, occur simultaneously, or follow court action. In the event that University student conduct and resolution procedures follow court action, the court proceedings and/or verdict may be considered in the judicial proceeding. When necessary, temporary action may be taken by the University in the form of summarily suspending or summarily restricting the accused, or officially requesting no contact between the complainant and the respondent. Relocation or removal from the residence halls may also occur. Any of these measures may result in the accused student’s restricted access to the University and/or participation in University events, such as attendance at classes and residing on campus.

Any student found by Office of Dean of Students to have committed sexual assault may be subject to severe disciplinary sanctions, including suspension or dismissal from the University. For information about sanctions, individuals should refer to SUA Student Conduct and Resolution Process.

The University recognizes that violations of sexual assault are not the fault of the individual filing the complaint. The University intends to encourage the report of sexual assaults and therefore the University generally does not intend to hold complainants accountable for student code of conduct violations that may have occurred along with violations of sexual assault. The University administration will use discretion to ensure the rights of the complainant are preserved. Please refer to the complete policy in Student Handbook for the Rights of the Complainant, Rights of the Person Accused and details of the student conduct and resolution process.

The use of alcohol and other drugs by the accused in conjunction with an incident of sexual assault does not mitigate accountability for the commission of sexual assault or diminish the seriousness of the incident. The accused person’s intentional use of a substance to affect an individual in order to facilitate an assault will be considered when determining responsibility and, if found responsible, appropriate sanctions.

IV. Reporting Procedures
All students, faculty, and staff, as well as members of the public participating in University activities have the right to an environment free from sexual or physical intimidation that would prevent a reasonable person from attaining educational goals or living and working in a safe environment. Disruptive behavior of this nature should be reported to appropriate University staff so it may be
UNIVERSITY POLICIES

addressed. Any member of the community can file a report with the appropriate University official.

A. Safety and Security Information Report
Under The Clery Act, an institution must report certain crimes to the campus community in a timely manner that will aid in prevention of similar crimes that represent a threat to students and employees. To that end, a community alert will be issued whenever appropriate. Additionally, departments will comply with all mandatory reporting requirements.

B. Reporting Options
In order to provide appropriate support and services, this policy delineates the following reporting options.

1. Confidential Disclosure
SUA offers confidential reporting through Counseling Services to 1) weigh options and associated risks, 2) discuss possible next steps, and 3) obtain information about available resources and services. No one is expected or required to pursue a specific course of action.

2. Official Reporting
All SUA students are strongly encouraged to make an official report of any incident of sexual assault to the Office of Dean of Students whether the incident occurred on or off campus. Official reporting initiates a course of action and university’s student conduct and resolution process.

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

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

Education Code Section 32051
Hazing of any kind will not be tolerated. If the university determines that harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved.

Those campus citizens responsible for harassment will be referred to the Dean of Students and face appropriate disciplinary action, up to and including expulsion.

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

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 of or attempts at suicide), will not be tolerated on the campus. Violations of this policy can result in disciplinary action by the university and criminal charges.

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

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

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

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

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers consult with those affected by the decisions. Failures to meet the responsibilities may be profoundly damaging to the life of the University. Therefore, Soka University of America has established orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

No violation of the rights of members of the University, nor any failure to meet responsibilities, justifies any violation of the rights of members of the University. All members of the community, students and officers alike, are expected to uphold the rights and responsibilities expressed in this statement so that the University is characterized by mutual respect and trust.

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

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

The following definitions will help you understand the boundaries of academic dishonesty. The sanctions section, which follows, will help you understand the seriousness of various types of academic dishonesty. These definitions do not represent a complete list of possible infractions; rather, they are intended
UNIVERSITY POLICIES

generally to reveal the range of conduct which violates academic honesty. Presentation of this list is prompted by the belief that education concerning improper conduct will help students avoid such practices, including those which, although innocently performed, may technically be classified as academically dishonest.

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

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

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

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

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

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

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

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

SANCTIONS

Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel of faculty colleagues, the Registrar, Dean of Faculty or the Dean of Students in gaining perspective concerning the severity of an offense.

All grade-related sanctions shall be levied by the faculty member teaching the course within which the offense occurred.

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

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

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

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

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

6. **Expulsion from the university.** This sanction is used in the event of extraordinarily grave cases of academic dishonesty or when less severe cases of dishonesty persist after one returns from a period of suspension for academic dishonesty.

**THE PROCESS**

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

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

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

**APPEALS**

There are two avenues of appeal, one applicable to appealing grade sanctions, the other applicable to appealing suspension or expulsion decisions. The Academic Standards Committee of the faculty will consider appeals of grade sanctions. The President of the University will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.
Academic Support Services
THE DAISAKU AND KANEKO IKEDA LIBRARY
The Daisaku and Kaneko Ikeda Library is named after the founders of Soka University of America (SUA). The mission of the library is to offer student-centered library services in support of SUA’s mission. The Ikeda Library strives to meet the information needs of the SUA community by

1.) Disseminating academic resources that support the programs and courses at SUA,
2.) Providing personal reference services and information literacy instruction, and by
3.) Offering a functional space for students to read and study comfortably.

The library currently provides over 84,000 print books, 79,000 electronic books (e-books), 380 paper journals, 2,600 VHS/DVDs, 510 Music CDs, and 26,700 full-text electronic periodicals included in 87 databases. By working with the faculty, SUA librarians develop collections that meet the needs of the campus community.

The library’s interlibrary loan (ILL) service provides the campus community with the means to access material far beyond the stone walls of the library. ILL staff members provide services that grant the SUA community access to other university libraries’ collections.

Nine library staff members, including five librarians, are dedicated to connecting library patrons to the information resources they need. Reference services and individual research consultations are offered to all SUA students and all walk-in inquiries are attended to in a timely manner.

Through collaboration with the faculty, the library is pursuing its mission of promoting information literacy. Library instruction is integrated into two required classes: Writing 101 in the first year and Writing 301 in the third year of the undergraduate program. Library instruction is also available for all other scheduled classes. Information literacy instruction sessions, provided by the Reference and Instruction Librarian, impart not only skills needed to succeed in academia, but also instill in the students the abilities necessary for self-directed lifelong learning.

While there are quiet spots for individual study, five group study rooms are also available for

SUA students. In addition, there are two 24-hour study rooms located in the library. One is located on the second/main floor and the other can be found on the fourth floor. These rooms are accessible to students at all times.

When in need of assistance, please come in person to the library. In addition, a librarian can be reached at library@soka.edu or 949.480.4105. For more information about the library’s services and collections, please visit the website at http://ikedalibrary.soka.edu or visit the library’s Facebook page at http://www.facebook.com/Ikedalibrary.

UNIVERSITY WRITING CENTER
The University Writing Center provides a range of services to students, from workshops on all aspects of writing to individualized tutoring. We also offer appointments for faculty members working on their writing projects. Students may drop in for tutoring, or they may schedule an appointment with one of the tutors using our online appointment system. Faculty members should contact the Center’s Director or the Director’s Assistant to make appointments. Workshops are announced in advance, and students may sign up on a first-come, first-served basis.

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

Most of the Center’s writing tutors have master’s degrees and are experienced teachers. The Center also employs a select group of Writing Center Fellows. Writing Center Fellows are peer tutors who have been nominated by faculty members for their proficiency in writing and working with students.

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

INFORMATION TECHNOLOGY SERVICES
Information Technology Services (ITS) provides technical support and training to meet the varied needs of a small liberal arts college environment. The primary areas of responsibility include computer support, instructional technology services, multi-media systems, and the central administrative data systems. All computers on campus are connected via a high-speed wired and wireless data network and provide electronic mail service, shared file storage, and a home for a variety of database systems. SUA’s local area network is connected to the Internet and provides all campus users and classrooms with high speed access to a multitude of web-based sources. The Information Technology Department team offers computer workshops, user training, documentation, a computing help desk, and training of student assistants.

INSTRUCTIONAL SUPPORT
Upon arrival, each student receives a laptop computer after completing a hands-on training session. At the start of a student’s senior year the student has the option to purchase a university subsidized laptop to replace their 3 year old laptop.
Web access to each course of instruction at SUA provides important information about the course, e-mail access between students and instructor, and a placeholder for as many course-related references as the instructor desires.
Teaching/learning spaces consist of classrooms, labs, seminar rooms, and learning clusters, and each has a large number of data connections as well as built-in data projection systems. Many of these systems have touch controls that enable the instructor to select from a variety of input sources (computer, VCR, DVD and Blu-ray) and manipulate controls from a single location.
Information Technology Department offers faculty training in standard and multimedia applications as well as support from an instructional technologist. There are multimedia workspaces for the creation of teaching materials.

SUU operates a student computing lab with state of the art video editing bays and video editing software. Our student labs are also equipped with color printing and large poster production equipment.

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

1. Students must successfully complete a minimum of 120 semester credit hours. Music ensemble courses can be counted up to 7 of the 120 units. However any Music Ensemble courses taken beyond 7 units cannot be counted towards the 120 units.

2. Students must fulfill the General Education requirements as follows. See the General Education Curriculum for more information on its supporting programs and courses:
   - **A. Core:** Students must complete the following two courses: The Enduring Questions of Humanity, and The Enduring Questions in Contemporary Contexts.
   - **B. Communication and Inquiry:** Students must complete two courses in Communication Skills and one course in Modes of Inquiry.
   - **C. Creative Arts:** Students must complete one course in creative arts. A 1-unit Creative Arts forum must be taken concurrently with this class.
   - **D. Science and Mathematics:** Students must complete one course in each area: the Mathematical World, the Biological World, and the Physical World.
   - **E. Area and Comparative Studies:** Students must complete the following two courses: Introduction to the Pacific Basin and The American Experience.
   - **F. Language and Culture:** All students must show proficiency in a foreign language by completing a series of four courses.
   - **G. Study Abroad:** All students must spend one half of their junior year engaged in a study abroad program.
   - **H. Learning Clusters:** Students must take at least two courses in the Learning Clusters format.
   - **I. Wellness:** Students must take Health and Wellness.

3. Students majoring in Liberal Arts must declare one of the four concentrations listed below at the end of their sophomore year and meet the requirements as listed:
   - Environmental Studies
   - Humanities
   - International Studies
   - Social and Behavioral Sciences
   - **A. Core Requirements of the chosen Concentration:** Students must take five courses, apart from any independent or special study course. At least three of these five courses must be taken at the upper division (300-499) level.

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

C. **Capstone Requirement:** Students must complete Capstone 390 followed by two capstone courses as part of their concentration, one in the final block and one in the final semester of the senior year.

4. The remaining number of units needed to meet the graduation requirement can be satisfied by any curriculum-wide courses taken as electives.

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

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

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

8. Students must ensure that all financial obligations to the university have been met.

ACADEMIC ADVISING

Meeting and engaging in dialogue regularly with the academic advisor is an integral part of the Soka experience. New students will be assigned a preliminary academic advisor. When a student declares a concentration, he or she should choose an academic advisor in an appropriate academic area. Students may change advisors at any time. The academic year calendar will provide specific dates for academic advising during which the student should consult with his or her advisor prior to registration for the subsequent session. All students are required to meet with their advisors prior to enrollment in classes. In addition, juniors are required to have declared a concentration. Failure to meet these requirements will result in an “advisor hold” on the student’s academic record preventing them from registering for classes.
ACADEMIC CREDIT
Each credit awarded is equivalent to 15 contact hours or 750 contact minutes.

ACADEMIC STANDING

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

Probationary Standing
A student who, at the end of any Fall or Spring session, fails to maintain Good Standing is considered to have Probationary Standing (see above). A student on probation is not allowed to take more than 4 courses in a semester and may be ineligible for certain extracurricular activities and programs.

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

While a student is on probation, that student is subject to dismissal:
1. if he or she fails to achieve a session GPA of at least 2.0 while remaining enrolled in at least 12 units throughout the session, or
2. if he or she fails to achieve a cumulative GPA of at least 2.0 by the end of the second session after being placed on probation.

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

A dismissed student who wishes to return to the university must file an application for readmission with the Office of the Registrar. In addition, an application for readmission must give appropriate reasons for reapplication consideration. A dismissed student who has been readmitted is on probation and has to meet specific conditions set by the Academic Standards Committee at the time of readmission. A readmitted student who fails to meet these conditions will be immediately dismissed and may not reapply.

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

CHANGE OF ADDRESS
Newly matriculated students should notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. Current students who need to change their permanent address can do so through the online student information system. The university assumes no responsibility for materials sent through the mail not received.

CLASS LEVEL DEFINITION
Class level is defined in terms of completed credit hours as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29.99</td>
<td>First Year</td>
</tr>
<tr>
<td>30-59.99</td>
<td>Sophomore</td>
</tr>
<tr>
<td>60-89.99</td>
<td>Junior</td>
</tr>
<tr>
<td>&gt; 90</td>
<td>Senior</td>
</tr>
</tbody>
</table>

PART-TIME STUDENTS
Part-time status (11 units or less in a session) is granted only by permission through both the Office of the Dean of Students and the Office of the Dean of Faculty.

Where withdrawal from a course will jeopardize a student’s full-time status at the University, an undergraduate student may, under special circumstances, petition for part-time status, first by obtaining permission from his or her academic advisor and then by gaining approval of the Dean of Faculty and Dean of Students. Because transitioning from full-time status (12 units or more) to part-time status could impact a student’s financial aid, students are held responsible for notifying their parents or legal
ACADEMIC POLICIES & PROCEDURES

guardian of any changes in their status at the University and of any potential balance due.

This policy does not apply to international students who in order to maintain their visa status must be enrolled with a full time course load (12 units or more).

COURSE LOAD
The normal course load in a session for a freshmen student is 5 courses. For all upper classmen, the normal course load for the fall session is 4 courses, and spring session is 5 courses. A full-time student must carry at least 12 units in the session. (A session consists of a block and a semester.) Course withdrawals resulting in a load of 11 units or less in a session require a petition to be reclassified as a part-time student (see pg. 47). In the case where a petition is not filed or not approved, the student must either withdraw from the university or take a long-term leave of absence. Students ordinarily register for no more than 4 units in a block and 15 units in a semester. Students whose cumulative grade point average is at least a B (3.00) or better at the end of the preceding session may petition their advisor and the Dean of Faculty for overload units in a semester. Overload units may be added only during the established deadlines for add/drop period.

COURSE NUMBERING
Levels of courses at Soka University of America are designated as follows:

100  =  Basic or introductory courses.
200  =  Intermediate level courses.
300, 400  =  Advanced courses.

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

DIPLOMAS
Diplomas will be mailed to the permanent address on record after final degree audits have been completed. Only one original diploma is issued per student. A duplicate diploma may be issued in case of the loss or destruction of the original. Each replacement diploma bears a notation at the bottom stating that the diploma is a replacement of the original and listing the date of its issue. If you wish to request a replacement diploma, students will be required to complete the Request for Duplicate Diploma form accompanied by payment of $30.00 to Soka University of America. If a financial obligation is owed to the university, the replacement diploma will not be released until the account balance is settled.

DOUBLE CONCENTRATION
Students who wish to complete a Double Concentration must satisfy the conditions and requirements listed below in place of the Concentration requirements detailed in part (3) under “ACADEMIC REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE.”

Declaration of a Double Concentration cannot be submitted until after the successful completion of at least two academic years of instruction (4 academic sessions), with a minimum cumulative GPA of 3.8. Double Concentration must be declared no later than the beginning of the student’s last session of attendance.

In order to have the transcript and diploma reflect the Double Concentration, all requirements must be completed in four years (8 academic sessions).

A student who fails to complete the requirement for a double concentration reverts to a single concentration.

For a double concentration in declared concentrations A and B, a student will need to complete 51 units with the following distribution (where C and D designate the two undeclared concentrations):

1. Capstone project in one of the declared concentrations (9 Units)
2. Five courses in concentration A (15 Units)
   a. 3 must be upper division (300/400 level)
3. Five courses in concentration B (15 Units)
   a. 3 must be upper division (300/400 level)
4. One course in concentration C (3 Units)
5. One course in concentration D (3 Units)
6. Two concentration electives in any concentration(s) (6 Units)

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

<table>
<thead>
<tr>
<th>12.0 units or more</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0 to 11.99 units</td>
<td>Part-time</td>
</tr>
<tr>
<td>5.99 or less</td>
<td>Less than half-time</td>
</tr>
</tbody>
</table>
Categories are based on the number of units in which the student is enrolled on the date the verification letter is prepared.

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

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

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

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

GRADING SYSTEM
Grades are reported to students in the following terms:

A Outstanding
B Superior
C Satisfactory
D Marginal
F Failure

The grades of A, B, and C may be modified by (+) or (-). In addition, the following notations are used:

P Pass (see pass/no pass grade on page 47). The units will be counted toward the total units required for graduation, but not in computing the grade point average.

NP No-pass (see pass/no pass grade on page 47). The units will affect the grade point average.

I “Incomplete” is a notation of incomplete work, which has been postponed for serious reason after consultation with the instructor.

W “Withdrawal” is a notation used when a student drops a course before the withdrawal deadline. The “W” grade will not calculate in the GPA.

In addition to letter grades, students may request and receive narrative evaluations.

GRADE POINTS
Grade points for each course are assigned by multiplying the point value below for the grade earned by the number of units the course carried.

A+/A 4.0 Points
A- 3.7 Points
B+ 3.3 Points
B 3.0 Points
B- 2.7 Points
C+ 2.3 Points
C 2.0 Points
C- 1.7 Points
D 1.0 Points
F, NP 0.0 Points

P, I, and W are not calculated in the GPA.

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

All students must complete four semesters of foreign language courses in the Language and Culture Program (LCP), and go on a semester of study abroad, in order to graduate. For purposes of this policy, English is not considered a foreign language at SUA.

A student may choose any language offered that does not fall into one or more of the following categories:
1. A language that is native to the student, defined as the language of his or her country of origin.
2. A language in which the student has completed high school level coursework in a country where said language is spoken.

These same restrictions apply to students’ choice of study abroad destination.

Placement testing: Students wishing to begin language study at a level above 101 are required to take a language placement exam upon entering the university, and will enroll in the appropriate level of their chosen foreign language based on the results of this test and an interview with instructor(s) of that language and consultation with the LCP Director. Students who place into the 400-level should choose another foreign language to fulfill SUA’s foreign language requirement. Students deemed “heritage learners,” but who do not meet either of the two criteria above, may choose to pursue more advanced study in their heritage language to fulfill the foreign language requirement.

In those individual cases where this policy does not account for a student’s linguistic or cultural situation, the LCP may review his or her language choice.

Students are free to study more than one language at SUA before their study abroad semester, as long as they complete the 202-level or above in the target language with a grade of B or better, and as long as they are beyond their first semester at SUA, before they begin another language. In addition, students may enroll in upper-division LCP courses taught in any language in which they have demonstrated proficiency.

Foreign language courses that are required for eligibility in the study abroad program may not be taken on a Pass/No Pass basis. Foreign language courses that are not required for study abroad (LCP courses taken as electives, as a concentration requirement, or after returning from study abroad) may be taken on a P/NP basis.

HONORS AND AWARDS

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

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).

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

Ikeda Scholarships are awarded annually in September to a student in the Sophomore class, the Junior class and the Senior class for a total of three scholarships per year.

A committee consisting of SUA’s Dean of Faculty and Dean of Students acts as the selection committee, making final recommendations to the University President who announces the recipients in the Fall of each academic year.
**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.

**INCOMPLETE COURSE WORK**

Students who have fully participated in a course during a particular block or semester and whose current work is of non-failing quality, may petition their instructor to assign an incomplete grade if for substantial reason they cannot complete required course work.

Normally the student obtains from the Office of the Registrar a “Request to Receive a Grade of Incomplete” form. The form is filled out by the student and given to the instructor, who then completes the form by assigning a default grade that is entered on the student record if the student does not complete the coursework by the deadline. The incomplete form must also be approved by the Dean of Faculty. An incomplete grade not removed by the deadline will result in the assignment of the default grade as submitted by the instructor. The maximum time allowed for an incomplete to be resolved is one year from the time the incomplete was granted.

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

Students whose incomplete grades turn into a poor or failing grade must understand that the retroactive impact of their GPA may affect their academic standing.

**INDEPENDENT AND SPECIAL STUDY**

Student communication and interaction in the classroom are highly valued at SUA. A situation may arise, however, in which a student explores subject matter that is not included in the university curriculum, or in which the university’s schedule has not permitted a student to take a needed class. In such cases, a student may request and register for an independent study or a special study course. An independent study course should be requested when a student wishes to study topic not currently offered by the university.

A special study course allows a student with suitable background to satisfy a graduation requirement by taking a course offered by the university, but is not offered in the current schedule of courses. In either case, the student must arrange to take this course with a full-time faculty member who will assist the student in developing an appropriate plan of study.

The following regulations govern independent study and special study courses:

1. Students of at least sophomore standing whose cumulative grade point average is 3.0 or better may petition for independent study or special study courses. In addition, permission for special study must be obtained from the appropriate academic programs or areas.
2. No more than four independent study courses can be used to satisfy graduation requirements.
3. No more than one independent study or special study course per session may be taken.
4. Independent or special study courses are restricted in satisfying concentration requirements (see elective requirements of the chosen concentration on page 42).

To register for an independent study or special study course, students must submit an approved independent study/special study form to the Office of the Registrar by the add/drop deadline.
ACADEMIC POLICIES & PROCEDURES

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

Copies of low grade notices are sent to the student’s academic advisor, Dean of Faculty and Dean of Students. Students are encouraged to discuss their academic performance with their advisors and instructors.

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

The following general regulations apply:
1. The Pass/No Pass option applies to at most four courses.
2. Music Ensemble courses will not count toward the four-course limit.
3. Capstone 390 will not count toward the four-course limit.
4. The Pass/No Pass option must be exercised by the last day to Add/Drop, (see Academic Calendar).
5. Once chosen, the Pass/No Pass option is not reversible after the add/drop period.
6. A grade of “NP” is equivalent to an “F” in GPA calculations and in awarding of units.

REPEATING COURSES
For courses where a grade of D or F is received, the student may repeat the course; however, credit will be given only once (except for courses designated as “may be repeated for credit”). The grade assigned for each enrollment shall be permanently recorded on the student’s transcript. A course originally taken for a letter grade may not be repeated on a Pass/No Pass basis. In computing the GPA, the highest earned grade will be used.

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

New students register for courses during the fall block after having had an introduction to SUA’s curriculum, degree requirements, and registration procedures. Currently enrolled students register for fall classes in April and for spring classes in November.

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

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

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

Late Registration
Late registration begins after the registration period for each session. A late fee of $60 will be charged. Registration after the first week of instruction is not allowed.

READMISSION
Students who wish to be considered for readmission to SUA after an absence of three sessions or less must contact the Registrar’s Office to request an Application for Readmission. A readmission fee of $25 and other supporting documents are required with an application. International students must submit their readmission application no later than the end of April if they are looking to be readmitted for the fall, or no later than the end of September if looking to be readmitted for the spring.

Domestic students must submit their readmission application no later than the end of June or the end of November for fall or spring
readmission respectively. The Academic Standards Committee reviews all readmission applications. In addition, the Committee may require a medical report and a personal interview.

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

Students who arrive at registration time expecting to be readmitted without following the readmission procedure should expect to wait until after registration to have their application considered.

Students wishing to return to SUA after three sessions of absence for any reason, including dismissal, must submit their requests to the Office of Admissions and Financial Aid and follow the required admission process. These students will be subject to current degree requirements.

SCHEDULE CHANGES
Students are allowed to change their schedule in accordance with the established deadlines for the add/drop period for each block or semester. During a block, the deadline of add/drop period is at the end of the second day of class. During a semester, the deadline of add/drop is at the end of the first week of classes.

SHORT-TERM LEAVE OF ABSENCE
Students may be granted a leave of absence for personal and/or family emergencies. A leave of absence is a short-term period of leave that will not adversely affect a student’s academic progress and that constitutes less than 10 days of absence. Such assessments will be made by the Dean of Students and the Dean of Faculty.

Students who wish to request a 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 and the Dean of Faculty when they plan to return to the university.

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

STUDY ABROAD EXPERIENCE
Students will spend either the fall semester or the spring semester of their junior year completing a study abroad experience. This experience is directly linked to the language the student has chosen to fulfill the foreign language requirement. Students on academic probation must clear probation before going on study abroad.

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

Students should make their requests through the Office of Student Accounts or order online through National Student Clearinghouse by going to www.getmytranscript.com. Regular service requests are generally processed within 3-5 working days after receipt of request. The fee for regular service is specified on the Official Transcript Request form. Rush service is available for an additional fee of $10. These will be processed within 1-2 working days after receipt of request. There is no additional fee for mailing your transcripts via US first class mail. You may have your transcript sent via express delivery to any valid domestic address or international address for an additional cost as specified on the Official Transcript Request form. Express delivery rates may change in accordance to current express delivery costs. Transcripts will not be issued when a student has outstanding financial obligations to the university. In this case, the student will be notified by the Students Accounts Office.

Transcripts from other institutions that have been presented for admission become part of
ACADEMIC POLICIES & PROCEDURES

the student’s permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the appropriate institutions.

TRANSFER CREDIT POLICY
Juniors and seniors who, in order to graduate, are for substantial reasons unable to take needed courses at SUA, may petition the Dean of Faculty for permission to take such courses elsewhere, to be transferred in. The Dean of Faculty will make his/her decision in consultation with the program/area director/Coordinator, and the Registrar, and may impose conditions, including but not limited to when and where the course is to be taken. The Academic Standards Committee will handle appeals of the Dean’s decision.

These transferred courses will not compute into the GPA, but will appear on the student’s transcript. This policy may be applied toward no more than 2 courses and no more than 8 units per student. Although a higher requirement may be set as a condition by the program/area, no courses will be accepted as meeting SUA graduation requirements, nor will they have credit transferred, if the grade received is less than C-.

WITHDRAWAL POLICIES

Dropping a course
During a block, a student can drop a course with no record of enrollment by the end of the second day of classes. During a semester, a student can drop a course without a record of enrollment by the end of the first week of classes. Non-attendance does not constitute a drop from the course. If a student does not formally drop a course by the required deadline, the student will be responsible for the course, financially and academically.

Withdrawal from a course
Between the 2nd and the 8th week of a semester, a student may, with the permission of his/her advisor, withdraw from a course. A record of enrollment signified by a grade of “W” (withdraw) is recorded on that student’s official transcript.

Course withdrawals during a Block constitute a Leave of Absence. Course withdrawals resulting in a load of 11 units or less in a session require a petition to be reclassified as a part time student (see pg. 47).

Non-attendance does not constitute a withdrawal from a course. Students who do not formally withdraw from a course by the required deadline will be responsible for the course, both financially and academically.

Withdrawal from the University
Students wishing to withdraw from the university, must formally withdraw by completing a withdrawal form available at the Office of the Registrar or the Dean of Students Office, and must obtain the signatures specified on the withdrawal form. In cases of withdrawal for personal reasons, students must make an appointment with their academic advisor and notify the Dean of Students in writing prior to initiating a withdrawal procedure. A student is considered to be in attendance until such notice has been received by the Dean of Students.

A student who simply leaves the university without filing the required paperwork for a withdrawal is considered to have terminated his/her enrollment with the university as of the last class attended or the last evidence of academic participation in courses in which he/she was enrolled. The grade posted will be “W” if enrollment is terminated prior to the withdrawal deadline; otherwise an “F” will be posted.

All financial refunds or obligations are dated from the effective date indicated on the withdrawal form.

Withdrawal from the university will not be granted during the last week of any class.
Liberal Arts Curriculum
LIBERAL ARTS

HOW WILL YOU KNOW AN SUA GRADUATE?

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

As leaders and decision-makers, SUA graduates will be guided by the ideal of a contributive life and a humanistic approach inspired by Buddhist principles. Leading a contributive life means valuing the individual ahead of individualism, ideas ahead of ideology, and compassion ahead of sentimentality. Appreciation for the individual regardless of national origin, group affiliation, race, color, creed, or gender is a hallmark of SUA’s graduates. Leaders in many walks of life, these graduates will manifest their education and their character through their commitment to the central values of global citizenship, justice, freedom, human rights, and peace — not as abstractions, but as the foundation of their daily intercourse with others.

IMPLEMENTING THE VISION

In order to prepare its students to become global citizens, SUA has brought together an international faculty and an international student body. This diversity in itself helps to create a climate for learning, and weaves a global perspective into the fabric of daily campus life.

SUA classrooms are centers of dialogue and discussion, emphasizing seminar course settings. Students work in small teams in the classroom and with faculty on research projects, as well as with peers on residence hall learning activities. Advanced computing and telecommunication capabilities are widely available in all buildings and outside gathering areas, supporting a laptop computer campus. Information technology facilitates student-faculty and student-student interactions, as well as interaction with the wider world.

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

• Multiple perspectives drawing on diverse cultures, traditions, and points of view with special attention given to Eastern and Western thought and practice.

• A general education program that introduces students to disciplinary knowledge and perspectives, as well as to critical and creative thinking and to the communication skills necessary for life-long learning.

• A core curriculum that reflects the values that inspired the creation of SUA through the study of the great works of the human mind.

• Language offerings that enable access to the literature and culture of different Pacific Basin peoples.

• A study abroad or internship experience for half the junior year, that deepens students’ language skills and their awareness of the culture supporting that language.

• Learning clusters that organize small teams of students and faculty to conduct interdisciplinary research and develop proposals and solutions for issues of local, regional, or global significance.
GENERAL EDUCATION CURRICULUM

OVERVIEW
The purpose of the general education requirement is to provide students with a wide range of knowledge. It also provides them with the skills and abilities to transform this knowledge into responsible and effective participation in society. By the end of the general education program at Soka University of America, students will have acquired the foundation to:
1. Live, work, and provide leadership in a rapidly changing world.
2. Think critically and creatively.
3. Be effective at various modes of expression and communication.
4. Interact with and appreciate other cultures and traditions.
5. Take constructive action for a better society.

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

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

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

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

Outline of Course Requirements
To satisfy the general education requirement, students are to take 23 credit-bearing courses (approximately 72 credits) distributed as follows:

Core (2 courses)
The Enduring Questions of Humanity (first year)
The Enduring Questions in Contemporary Contexts (second year)

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

Creative Arts (2 courses taken concurrently, 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, second year)
Pacific Basin (1, first year)

Language and Culture (4 courses)

Study Abroad (4 courses)

Learning Cluster (2 courses)

Wellness (1 course)
Health and Wellness (1, first or second year)

CORE
A two-course sequence, Core explores a range of issues related to the mission statement of the school, including its commitment to such values as peace, human rights, and the creative co-existence of nature and humanity. Core also provides an introduction to the various ways of
GENERAL EDUCATION CURRICULUM

knowing that characterize the major divisions of the undergraduate curriculum, thereby laying the foundation for the interdisciplinary and cross-cultural study that underlies a Soka education. In this exploration, Core courses stress an understanding of the social and historical contexts necessary to make meaningful comparisons among civilizations both of the East and the West. Upon completing the Core, students will be able to question and probe the commonalities and differences of the human experience and thus their own lives from multiple perspectives. They will be provided the tools to speak and write intelligently about those perspectives and more generally about the difficulties and nuances of cross-cultural description, in preparation for the day when they will take their place as citizens of the world. Building on a set of common readings, individual members of the faculty help shape the core through reading selections drawn from their special training, expertise, and interests.

Student learning outcomes for the Core area are:

1. Demonstrate knowledge of the commonalities and differences of the human experience from multiple (historical/cultural/disciplinary) perspectives.
2. Critically evaluate this knowledge in relation to their own lives.
3. Develop their ability to speak and write effectively about their evaluation of this knowledge.

COURSE DESCRIPTIONS

CORE 100 The Enduring Questions of Humanity 3 units
This course looks at the central questions that Eastern and Western cultures have posed about what makes for a meaningful and successful life. These questions include cross-cultural notions of virtue, perceptions of self and other, community relations and governance, human interactions with nature, and transcendence. The course is offered in a seminar format that requires active participation and reading of primary texts.

CORE 200 The Enduring Questions in Contemporary Contexts 3 units
This course examines how the central questions posed in Core I continue to be addressed in the contemporary context. Through readings on the environment, historical development of human societies, current issues of social inequality, as well as personal and group identities and relationships, Core II explores some of the major issues facing humanity today. Prerequisite: CORE 100.

COMMUNICATION AND INQUIRY

In keeping with the mission of the university to prepare future leaders and promote global citizenship, communication is highly valued at SUA. Facility with language and critical inquiry are fundamental to leadership and effecting change in the world. The goals of the University Writing Program engage the university’s mission. The program strives to give students an understanding of the principles of effective written and oral communication that will allow them to excel as writers, readers, listeners, and speakers; challenges students to understand the complex rhetorical relationships among audience, purpose, and text, and among language, knowledge and power; and introduces students to the collaborative and social aspects of the writing process. The program aims to cultivate lifelong learning in written and oral communication by encouraging students to develop their capacity to reflect on events and information; to reason critically and thoughtfully; and to develop a commitment to the ethical uses of language under all circumstances.

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

COURSE DESCRIPTIONS

WRIT 101 Communication Skills 3 units
This course provides students with
opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies. 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. In the process, students develop critical reading and thinking skills as well as competence in written and oral English so as to produce coherent, interesting, thoughtful, and largely error-free papers that are congruent with appropriate standards of academic discourse.

WRIT 301 and 305 Advanced Communications Skills 3 units
To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas. Writing 301 courses are paired with a particular concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics. Prerequisites: WRIT 101, with a grade of C- or better.

INQUIRY 100 Modes of Inquiry 3 units
This course examines various ways of studying, knowing, and understanding information and experience. It focuses on the axiomatic (or formal deductive), philosophical, historical, observational (or empirical), imaginative expressive, and interpretive paradigms of discovery and understanding. As a result of taking this course, students will understand the assumptions that underlie the various ways of inquiring used within and across disciplines, understand that every mode of inquiry has its own strengths and limitations in the exploration of a given question or problem, be able to sustain a line of argument using one or more modes of inquiry, and be able to articulate the commonalities and/or differences among various modes of inquiry.

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.

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

The student learning outcomes for Creative Arts program are:

1. Creative Artwork — Students will demonstrate development and improvement of skills or craft in the artistic medium in which they work, including the understanding and appropriate use of materials and techniques, resulting in successful completion of their artistic end product.

2. Tools of Creativity — Students will demonstrate development and improvement of internal skills that foster the creation of art, including expanded aesthetic appreciation, improved perceptual abilities (e.g., listening, seeing, comprehending), and flexible imagination.

3. General Creative Processes — Students will demonstrate development and improvement
Symbolic logic

Math 112 Calculus II

Logistics

In order to provide a solid foundation in mathematics, students will study functions, limits, continuity, differentiation, and integration. Students will also learn to use the concepts of calculus to solve problems in various fields, such as physics, engineering, and economics.

Math 110 Calculus I

Prerequisites and Co-requisites

Math 111 Calculus I

Mathematics majors will learn to:

1. Understand the nature of mathematics and its role in society.
2. Use mathematics to solve problems in various fields.
3. Communicate mathematical ideas clearly and effectively.
4. Develop quantitative reasoning and critical thinking skills.

Science and Mathematics

Math 160 Liberal Arts

Artistic disciplines are integral to the liberal arts curriculum. Students will learn to appreciate and create art, develop critical thinking skills, and understand the role of mathematics in various fields.

Mathematics majors will learn to:

In addition, students will study logical reasoning, proof techniques, and the use of mathematical models to solve real-world problems.

Mathematics majors will learn to:

In addition, students will study logical reasoning, proof techniques, and the use of mathematical models to solve real-world problems.

Mathematics majors will learn to:

In addition, students will study logical reasoning, proof techniques, and the use of mathematical models to solve real-world problems.
university-level Calculus, or a year of high-school-level Calculus.

**MATH 290 Topics in Mathematics 4 units**
This course provides students opportunities to explore topics in mathematics, such as vector calculus, number theory, symbolic logic, differential equations, and linear algebra. *Instructor Consent Required.*

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

**The Natural World**

**BIO 110 Nature and Humanity 3 units**
This course will introduce and provide students with an appreciation and understanding of fundamental topics in environmental studies, which may include human population dynamics and their impacts on the environment, world food supply, biological diversity, global climate change, biogeochemical cycles, energy production, and natural resource management. Students will explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

**BIO 140 Principles of Biology 3 units**
This course introduces 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.

**BIO 222 Marine Biology 3 units**
This course focuses on the physical, chemical and biological characteristics of marine habitats and the organisms occupying those habitats, and provides a survey of the patterns of distribution, diversity, and abundance of species in marine communities, with an emphasis on the dynamic interactions which shape these patterns. The course also includes analysis of man’s impact on marine ecosystems.

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

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

**The Physical World**

**CHEM 101 General Chemistry 4 units**
This course focuses on the fundamental concepts of chemistry, including atomic structure, chemical bonding, chemical reactions, states of matter, solutions, acids and bases, chemical equilibria, nuclear chemistry, organic chemistry and biochemistry.

**PHYS 150 Heaven and Earth: A First Synthesis 3 units**
The physics of motion on earth and in the heavens is traced from ancient Greek times through the Dark and Middle Ages, to the Renaissance and Galileo, and to Newton and the Enlightenment. Humanistic, cultural, and historical perspectives are emphasized as is the scientific method/process. Science is shown to be inextricably linked to other human endeavors such as religion, art, politics, music, literature, philosophy, and commerce. High school knowledge of algebra, geometry, trigonometry, and scientific notation would be helpful. Concurrently, we will explore physics after Newton and up to the contemporary frontier of string/brane theory, covering topics such as relativity and quantum mechanics and utilizing modern physics labs.

**PHYS 370 Space, Time, & the Texture of Reality 3 units**
This heavily mathematical course with no lab requirement examines the changing conceptions of space and time from classical to modern to contemporary physics. Moving from Newtonian reality to Einstein’s relativity to quantum mechanics to current unification theories, we will explore mathematics as a tool to transcend our faulty perceptions and to reveal new phenomenal, though perhaps not narrative, truth. *Prerequisite: Previous and solid experience in physics and calculus plus instructor consent.*

**Area and Comparative Studies**
One of the distinguishing features of SUA is its emphasis on global and cross-cultural points of...
GENERAL EDUCATION CURRICULUM

view. As part of the general education requirement, students must take a course in the American Experience and a course about the Pacific Basin. These courses draw from the social and behavioral sciences (SBS), from the humanities (HUM), international studies (IS) and from environmental studies (ES).

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

COURSE DESCRIPTIONS

AMEREXP 200 The American Experience 3 units
This multidisciplinary course explores the American experience in its social, political, cultural, and historical dimensions. The course examines major American institutions, including the philosophy and history of the United States Constitution from its founding to present day interpretations; the struggle over individual and group rights; and America’s presence in the world, taking an approach to the American experience that exposes it to many and varied interpretations. The course includes such topics as American musical, film, and literary traditions, contemporary social and economic issues, politics and political history, the immigrant experience, slavery and its aftermath, American isolationism/expansionism, and the question of what is “mainstream” and what is “marginal” to American life. As a result of taking this course, students will develop a critical understanding of the social, political, cultural, and historical dimensions of the diversity of US experiences; perspectives on US institutions and their role in local and global power relations; interpretive skills through close readings of texts across a variety of genres and media; written and oral communication skills.

PACBASIN 100 Introduction to the Pacific Basin 3 units
This course compares regions, cultures, societies, and economies within and across the Pacific Basin. The course surveys the geography and history of this region, an increasingly important arena in world affairs. From various perspectives, the course also examines contemporary issues, such as economic relations, migration, regional institutions, globalization, democratization, trans-nationalism, and the environment in the Pacific Basin. As a result of taking this course, students will develop an understanding of the historical transformations that characterize the region since the first encounters with Europeans; develop a critical awareness of social, political, economic and cultural issues within the region over time; develop skills of oral and/or written expression; gain experience of interdisciplinary perspectives; gain critical skills for interpreting visual and/or other representations of peoples and cultures across the region.

LANGUAGE AND CULTURE

The mission of the Language and Culture Program (LCP) is to foster the development of the linguistic proficiency and cultural awareness that students will require to become well-educated global citizens. The underlying goals of the LCP are to build communicative competence within a structured context; to strive for excellence in instruction through an eclectic yet integrated variety of pedagogical methods, including the innovative use of technology; and to instill a broad cultural awareness that can expand the disciplinary options open to students.

A key task of the LCP is to prepare students academically for their junior-year semester abroad. SUA requires all students to take a minimum of four LCP language courses, one of which must be at the 202 level or above in the target language of the study-abroad destination. Language study begins in the freshman year, ensuring prolonged and intensive engagement with the languages and cultures studied. Instruction is geared to active student participation.
LCP courses above the 306/307-level are designed for students returning from Study Abroad as well as those with sufficient background in the target language to be placed into courses at this level. These courses enable students to further develop their cultural understanding and linguistic proficiency, and are especially beneficial for students interested in employment abroad or graduate study.

The student learning outcomes for the Language and Culture program are:

1. Upon completion of the required courses in the LCP, students are expected to have the linguistic proficiency to participate in the study abroad semester during their junior year.
2. Upon completion of the required courses in the LCP, students are expected to have the cultural awareness to adapt to their study abroad environment.
3. Upon completion of the upper-level courses offered in the LCP, students are expected to further advance their linguistic proficiency and cultural awareness in any of the languages offered at Soka University of America.

Please see language and culture courses under the Language and Culture Program (page 76).

STUDY ABROAD
A unique aspect of SUA’s academic program is that all students must spend one half of their junior year abroad engaged in a study abroad program. This requirement is to be fulfilled in a country where the principal language corresponds to a student’s language of study at SUA. These programs are designed to extend the reach of a student’s academic study of a foreign language through total immersion in the daily life of another culture.

Study abroad gives students an opportunity to acquire further the habits and dispositions of a global citizen, returning to campus with a network of new friends and associates with whom they may nurture deep bonds and lifelong relationships. The study abroad program also adds to the student’s intellectual grasp of the world in all its diversity.

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

Eligibility
Students must meet the following requirements for study abroad.
• No students are allowed to go on study abroad while on academic probation.
• Incomplete Grades: Default grades will be manually calculated into the student’s semester GPA when considering study abroad eligibility. A student whose default grades result in a term or cumulative GPA of less than 2.0 will be considered ineligible to participate in study abroad the following semester.
• Students must be in their junior year to participate in study abroad. Students who are not in the junior year must petition in order to become eligible for studying abroad during a year other than junior.
• Students are required to have completed the 202-level or above in the target language before leaving on their semester abroad.
• Language courses required for eligibility in the study abroad program may not be taken on a Pass/No Pass basis.
• Students are required to take the Language Proficiency Tests (STAMP Test) administered by the LCP, once before and once after Study Abroad.
• Students are required to attend orientations organized by the Office of Study Abroad and International Internships (SAIL Office) and to submit all required documents to the SAIL Office before leaving for study abroad.

Academic Load Abroad
Students are required to earn a minimum of 12 credits and maximum of 16 credits in the target language per semester for study abroad, and programs will be arranged by the student in coordination with the Director of the SAIL Office. The academic worthiness of a particular program will be determined by a faculty committee working with the SAIL Office.

Choosing courses in which to enroll while on study abroad involves a combination of factors—scores on the Pre-Study Abroad STAMP Test at SUA; on-site placement test scores and expert opinions (those of Resident Directors and faculty members); and the nature and requirements of the particular study abroad
GENERAL EDUCATION CURRICULUM

program. Generally, students fulfill SUA’s minimum requirement of 12 credits in the target language by taking language courses and/or content courses designed exclusively for international students (see also the following paragraph on “regular” university courses for local students).

To be eligible to take courses while on study abroad at local universities with native-speaking students as valid units for fulfillment of SUA’s study abroad requirements, SUA students must achieve scores of TB (Intermediate Mid) or higher in all four skill categories on the mandatory Pre-Study Abroad STAMP Test. Students scoring TA (Intermediate Low) in no more than one of the four skill categories on this test may petition the Study Abroad Committee for special consideration. Final decisions on such petitions will be made by a member of the Study Abroad Committee in the target language in question and the Director of the Language and Culture Program (LCP).

In addition to the minimum required target language credits, students studying abroad are welcome to enroll in any course offered by the Site University or Provider Program. They should keep in mind, however, that they will not receive credit for every course in which they enroll (e.g., Math, Ceramics, Music, Photography, Tai Chi, Dance, etc.). No credit will be given for courses taken abroad that are taught in English or any other non-target language. No credit will be given for internships/service learning courses unless such courses have been pre-approved by the Study Abroad Committee.

Registering for an overload is not recommended, nor will credit be granted for anything above what is considered a full course load; however, an overload can be requested and approved in consultation with the Director of LCP and the Director of the SAIL Office. Please note that full-time does not necessarily mean just four courses. Some students enroll in two courses abroad, while other students enroll in five or six, depending on the structure of education in the host country.

Each study abroad program has its own policies concerning minimum and maximum number of credits. To satisfy their study abroad requirement, students must adhere to both the SUA academic guidelines for Academic Load and the guidelines for the individual study abroad program (e.g., some programs require students to enroll in up to 15 credits).

Approval Process for Courses Abroad
Prior to departure, it is mandatory for students to consult with a member of the Study Abroad Committee who teaches their target language about their course choices. Such consultation will guarantee the selection of courses that reflect the students’ interests, SUA’s academic requirements, and the educational goals of the host university unique to each site.

Approval process will ensure that students enroll in courses that will yield at least the 12 transferable credits necessary to fulfill their academic requirements for Study Abroad. Ultimately, though, each student is responsible for the courses she or he chooses, and must be careful not to mistakenly register for a course for which SUA cannot grant credit.

Students should be aware that in certain cases the courses selected before departure might be preliminary, as course listings provided by Provider Programs before departure may differ from the actual courses offered on site. When students make changes on site to their proposed schedule (including pass/non-pass) that differ from the pre-approved plan, they are required to notify the Director of the SAIL Office via email within the first 14 days of on-site course registration. Failure to do so could result in not being able to transfer credits in the end. The final course selection must be approved by the Director of the SAIL Office and/or Study Abroad Committee.

Transferred Grades From Abroad
The grading system stipulated in the SUA Undergraduate Catalog will apply to the study abroad program. Study abroad courses will be graded and count towards the GPA. Students may fail to complete the minimum of 12 credits by receiving a grade of F or NP. The “I,” or incomplete, designation is not allowed for any study abroad course. Individual courses taken abroad cannot be transferred for fulfillment of SUA graduation requirements. As long as you complete the
required number of credits abroad (12 to 16) with the appropriate courses, you are given SUA credit for Study Abroad, but not for specific coursework in particular concentrations.

Students must make the Pass/Non Pass declaration before going on study abroad. They must declare which course(s) they wish to take Pass/Non Pass as they complete the Approval Form for Courses Abroad. If a student changes course(s) during study abroad, he or she must re-make the Pass/Non Pass declaration via e-mail within the first 14 days of on-site course registration. Students are not allowed to make this declaration retroactively. If the student fails to communicate with us a change of Pass/Non Pass course(s) status within the above timeframe, we will consider that there is no change from the Pass/Non Pass course(s) declared before study abroad. To make such changes, the student must contact the Director of the SAIL Office. Students who take pre-semester course(s) should note that this policy also applies to pre-semester registration; the declaration of pass/no pass for pre-semester courses must also be made before going on study abroad.

Students run the risk of not being in good standing academically if they fail to complete at least 12 credits, either by not enrolling in the appropriate number of courses or by receiving a grade of F or NP, or D for a declared P/NP course. This failure could result in the loss of a student’s scholarships or other financial support. In addition, taking fewer than the required minimum number of credits will, in most cases, lead to the student’s not graduating at the end of his or her fourth year of study.

Students who fail to complete at least 12 credits in the target language on study abroad must take a language class(es) in the same language upon return to SUA to make up the number of credits not completed. Language class(es) taken before Study Abroad cannot be counted to make up the required 12 credits.

Each study abroad program has its own grading system, following the grading systems of their respective host universities and institutions abroad. SUA respects the grading systems used at each site. Students’ credit transfer will be based on official transcripts issued for us by the host programs. (However, since SUA has neither D+ nor D- in its grading system, students who earn such grades will receive a grade of D.)

All courses taken during a student’s Study Abroad, whether they have been approved to be transferred or not, will be noted on the SUA official transcript. Only courses/units approved by the Study Abroad Committee will be successfully applied to degree requirements and GPA calculations. All courses or units that have not been approved by the Study Abroad Committee will have a “No Credit” indication.

**Failure to Complete Full Class Load**
Students run the risk of not being in good standing academically if they fail to complete at least 12 credits, either by not enrolling in the appropriate number of courses, or by receiving a grade of F or NP, or D for a declared Pass/Non Pass course.

This failure could result in the loss of scholarships or other financial support. In addition, taking fewer than the required minimum number of credits may lead to the student’s not graduating at the end of her or his fourth year of study at SUA. With failure to complete full class load, international students risk losing eligibility or legal status for staying in the US upon return from their Study Abroad semester.

Students who fail to complete at least 12 credits must take a language class(es) in the same language upon return to SUA to make up the number of credits not completed. The language class(es) taken before Study Abroad will not be counted towards making up the required 12 credits.

**Withdrawal From Program**
On or after the program starting date, if a student chooses to withdraw from his or her program, or to interrupt his or her participation in certain stages of the program, regardless of the type of program, for any reason whatsoever, the student must submit written notification of withdrawal, which must be reviewed by both SUA and the Program Provider, and then submit an SUA withdrawal form to the Office of the Registrar. In such cases, the student would not
be permitted to register at SUA during the same semester in which he or she started a Study Abroad program. The earliest that such a student would be allowed to register at SUA is the following semester.

If a student were to withdraw prior to the study abroad program starting date, the student would be permitted to register at SUA for the same semester as that of the planned Study Abroad, on condition that he or she register before the end of add/drop period.

Policy on Coming Back Temporarily to SUA
It is strongly advised that students studying abroad not travel back to SUA for any reason before their program ends. Study Abroad is part of SUA’s required curriculum, and students are obligated to complete all coursework, which includes class attendance. This principle applies to students studying abroad in both fall and spring semesters.

If a situation arises in which a student deems it necessary to leave the Study Abroad program site temporarily, he or she must first notify the On-site Residential Director and Director of the SAIL Office, who will consult with the Dean of Faculty about the particular case. Absences due to accidents or severe illness as well as those related to family problems will be handled on a case-by-case basis and should not be confused with voluntary absences for non-emergency reasons.

Re-entry
Students must return to campus after study abroad to attend re-entry orientation, complete the online program evaluation, and take the Post-Study Abroad STAMP Test. Those who fail to meet these requirements in time may not be able to register for courses in the following semester.

Housing For Study Abroad Students
Students participating in the Fall Study Abroad program may reside in the residence halls during the summer following the previous academic year by purchasing summer housing from the University. Fall Study Abroad students residing in the halls during the summer are required to check out during the designated checkout period that is prior to the beginning of the fall session. Students participating in the Spring Study Abroad program may reside in the residence halls over the winter period during the academic year. Spring Study Abroad students residing in the halls are required to check out during the designated checkout period that is prior to the beginning of the spring session.

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 a faculty facilitator 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 are 3.5 weeks in length and take place during the Winter Block, allowing students to take full advantage of opportunities, where appropriate, for field and service learning.

The Learning Cluster experience is intended to:

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

Students are able to choose a Learning Cluster in one of two ways. Working with a faculty facilitator, they can develop and submit a proposal for a Learning Cluster where there is an interest in the topic and no more than twelve students in a section. The proposal should clearly state the nature and purpose of the Learning Cluster and conform to the goals and objectives of the Learning Cluster in general. Alternatively, students may at registration time
select their Learning Cluster from a list of offerings first initiated and developed by faculty.

Students will take the following Learning Cluster course:

**LRNCLSTR 200:** (required for first and second year students, optional for third year students)

**WELLNESS**

Soka University is committed to developing well-rounded students, and hence offers a selection of courses designed to develop the body in addition to the mind and spirit.

The emphasis of all Wellness classes is to help students develop the knowledge and specific skill sets to aid in developing a life committed to maintaining their health and fitness, and to develop an enjoyment of physical activity.

**COURSE DESCRIPTIONS**

**WELL 100 Health and Wellness** 2 units

This course explores basic concepts relating to personal health and wellness. Physical, mental-emotional, social, spiritual, and environmental dimensions of health will be explored. Topics include stress management, sexuality, nutrition, drug use, and international concerns, among others. The focus of the course is on strategies for enhancing one’s personal health. As a result of taking this course, students will acquire health-related knowledge through the use of current, reliable, and valid sources of information; determine their health risks and protective factors through the use of personal assessments and thoughtful reflection; apply health-related concepts, theories, and information to their personal lives.

**OTHER GENERAL EDUCATION ELECTIVES**

**COURSE DESCRIPTION**

**LDRSHIP 100 Leadership** 1 unit

This one-credit course is designed to provide students selected for the Student Orientation Leader (SOL) Program with keys to effective leadership. While the emphasis is on experiential learning, students also examine in an academic context various leadership styles, learning to identify and/or develop their own. The course will emphasize ethical leadership, personal responsibility, and community service. While taking this course, students will be engaged in various on-campus orientation activities, including trust building, goal setting, time management, team building, communication, and group process, that utilize their leadership role as an SOL. The course includes journal writing, readings, and group presentations. This course is not required but is open to students who qualify. Prerequisite: Instructor Consent Required. Designated P/NP.

**DIST 290, 390, 490 Distinguished Topics** 1-4 units

Occasionally, SUA will host a distinguished visiting scholar who will live on campus for a brief or extended period of time. He or she may choose to offer a course, based on his or her expertise/experience/interest, to SUA students at a particular level for a particular number of credits. Enrollment may be selective and may require an application process. Prerequisites may require instructor consent or may vary depending on the visiting scholar.
UNIVERSITY WRITING PROGRAM

University Writing Program

In keeping with the mission of the university to prepare future leaders and promote global citizenship, communication is highly valued at SUA. Facility with language and critical inquiry are fundamental to leadership and effecting change in the world. The goals of the University Writing Program engage the university's mission. The program strives to give students an understanding of the principles of effective written and oral communication that will allow them to excel as writers, readers, listeners, and speakers; challenges students to understand the complex rhetorical relationships among audience, purpose, and text, and among language, knowledge and power; and introduces students to the collaborative and social aspects of the writing process. The program aims to cultivate lifelong learning in written and oral communication by encouraging students to develop their capacity to reflect on events and information; to reason critically and thoughtfully; and to develop a commitment to the ethical uses of language under all circumstances.

The University Writing Program makes several assumptions about students. First, we believe that students are capable, intelligent people who have been writing for years. They need challenging projects to strengthen the abilities they already have developed and to build new ones.

Second, we regard our communications skills courses as important parts of students' college education. Our communication skills courses enable students to participate in new academic discourse communities, and to practice the habits of mind and writing and speaking strategies demanded by writing at the university level 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 verbs that characterize what writers do: reading, thinking, planning, drafting, talking, and 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. It does so effectively through its rhetoric and communication skills courses based on the Writing across the curriculum (WAC) model; a model that emphasizes written and oral communication throughout the university’s curriculum.

WRIT 101 (Communication Skills) provides incoming students with opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies.

WRIT 301 and 305 (Advanced Communications Skills). To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas. Writing 301 courses are paired with a particular concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics.

Prerequisites: WRIT 101, with a grade of C- or better.

In keeping with the WAC model, in addition to these required courses, Core, general education, and many concentration courses are designated as “writing and communication intensive.” These courses engage students in a variety of language activities to help them grow as writers and communicators. Students write papers, give presentations, and participate in small group discussions as part of their regular work.
UNIVERSITY WRITING PROGRAM

UNIVERSITY WRITING CENTER
The University Writing Center, staffed by professionals with graduate degrees and teaching experience, provides a range of services to students, from workshops on thesis statements and sentence structure, personal statement workshops and grant-writing workshops, to individualized tutoring. We also offer appointments for faculty members working on their writing projects. Students may drop in for tutoring, or they may schedule an appointment with one of the writing specialists using our online appointment system. Faculty members should contact the Center’s Director or the Director’s Assistant to make appointments. Workshops are announced in advance, and students may sign up on a first-come, first-served basis. Specialized tutoring for Capstone writing projects is also offered in the Writing Center.

Writing Program and university policy require all faculty to put their writing assignments in written form. Center policy requires students bring a copy of the writing assignments along with a draft of their paper for all tutoring sessions. During the session, a writing specialist will go over assignment and look at the draft and help the student by offering suggestions for revision. Note that writing specialists do not edit or correct student papers. Instead, they ask questions that help students discover on their own how to make a paper better, or they point out common mistakes that need to be corrected.

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

COURSE DESCRIPTIONS

WRIT 101 Communication Skills 3 units
This course provides students with opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies. 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. In the process, students develop critical reading and thinking skills as well as competence in written and oral English so as to produce coherent, interesting, thoughtful, and largely error-free papers that are congruent with appropriate standards of academic discourse.

WRIT 301 and 305 (Advanced Communications Skills) 3 units
To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas. Writing 301 courses are paired with a particular concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics. Prerequisites: WRIT 101, with a grade of C- or better.

Current Writing 305 courses include:

WRIT 305 Advanced Communications Skills: Writing the Body 3 units
Bodies as sites of meaning, modes of representation, political signifiers, and lived experiences are of central concern to work across the disciplines. Taking as its purview the production, regulation, and circulation of bodies in the context of late capitalism and globalism, this course considers how bodies are politically, socially, sexually, racially, culturally, metaphorically, and historically constituted, and promotes the invention of insurgent forms for reading and writing bodies that do not reinscribe the body in narrative myths and dualistic structures that dominate conventional understandings of bodies.

WRIT 305 Advanced Communications Skills: Writing Borderlands 3 units
What does it mean to live and write in the borderlands? This course examines and calls for writing in and about the borderlands; explores how writing from the borderlands resists, reshapes, and/or plays with dominant discourses
UNIVERSITY WRITING PROGRAM

and power relations; investigates the relationships among writing, ideology, hegemony, and the politics of culture; and situates the borderlands globally amidst materials conditions and the production of “others.”

WRIT 305 Advanced Communications Skills: Education Policies 3 units
Advanced Communications Skills: Education Policies offers students opportunities to examine through reading and writing US education policies related to public and higher education. Each term, the course will examine a set of topics related to education, such as high-stakes testing, common-core standards, the shift from community-based to federally controlled education, affirmative action, curricular misalignment, and educational standards.

WRIT 305 Advanced Communications Skills: Truth and Morality 3 units
Advanced Communications Skills: Truth and Morality offers student opportunities, through reading and writing, to examine questions of truth and morality in ancient Greece and Rome. Classical efforts to understand the nature of truth and morality laid the foundation for the liberal arts education that informs the mission of the university, and they also were the impetus for what can loosely be defined a Western civilization.

WRIT 305 Advanced Communications Skills: Rhetoric and Representation of 9/11 3 units
This course will investigate how rhetoric and artistic representations can respond to a recent historical event. In this case, by way of an interdisciplinary approach, this course will try to understand how September 11, 2001 became “9/11”—or how that series of historical events became a cultural symbol. In his 1961 essay “The Photographic Message,” Roland Barthes argued that the traumatic image was an image past connotation; it suspended language and blocked signification. In the aftermath of September 11th, the shorthand “9/11” behaved this way. It became a transcendent signifier of crisis and emergency; it meant everything. In political and public rhetoric, “9/11” was the default justification. Americans passed laws in recognition of it and chastised those who wouldn’t revere it. This class will analyze both representations of 9/11 and rhetorical responses from the aftermath of 9/11.

WRIT 305 Advanced Communications Skills: The Idea of California 3 units
This course will investigate how rhetoric and artistic representations can respond to a geographical place. In this case, by way of an interdisciplinary approach, this course will try to understand how California—and, in particular, Orange County—exists in the public consciousness. In the mid-nineteenth century, Americans thought of California as a land of opportunity. The California Gold Rush, as well as booming entertainment and tourism industries, embedded the state in the national consciousness as if it were the logical extension of America’s frontier dreams. In many ways, California became a symbol for America itself—its paradisal aspirations, its wealth, its splendor. More recently, California seems once again to be a symbol of the American identity, yet the connotations of that identity are much less optimistic. Today’s California now struggles with the problems of economic development, immigration, and urban planning. How has contemporary rhetoric and art represented such a shift? This class will analyze both representations of and rhetorical responses to today’s California. The course will investigate the coastal and northern migration of California residents, the urban theories surrounding Los Angeles, and the cultural and sociological issues of suburban California life.

WRIT 305 Advanced Communications Skills: The Rhetoric of Performance 3 units
This class will explore a range of texts that address the broad topic of performance. Performance can mean many things. Some theorists, like Judith Butler, suggest that the simple act of getting dressed in the morning can be understood as a performance. Students in this class may interrogate the notion of performances in Greek drama, poetry, stand-up comedy, classical rhetoric, graphic novels, performance art, and contemporary gender and performance theory. We will question the distinction between authenticity and performance. We will look at the ways in which public space is often performative space in poetry, fiction and theoretical writings; we will explore gender as performance, and we will experience the power of laughter and performance to address notions of race, gender, class and identity in the work of stand-up comedians such as Margaret Cho and Chris Rock. Students will develop a research and writing identity that resonates with their academic
interests and demonstrates sustained engagement with an evolving notion of performance.

**WRIT 305 Advanced Communications Skills: The Politics of Visual Rhetoric** 3 units

This course will explore writing and communication through the broad conventions of “visual rhetoric.” Visual rhetoric has historically been found in a variety of disciplinary locations (art history, American studies, communication studies, English departments, rhetoric and composition programs, history programs, media and visual studies programs). In this course we will attempt to understand the political and ideological dimensions of visual rhetoric across a wide range of genres or media such as photography, graphic novels, works of art, architecture, films (fiction and documentary), advertisements, television, journalism, televised political speeches, and more. Students in this class may use selections from ancient rhetorical texts in conjunction with contemporary theoretical writings in their written work and oral presentations.

**WRIT 313 Experimental Critical Writing** 3 units

Experimental critical writing is a slippery genre that challenges and breaks down traditional genre distinctions, sidestepping and/or transforming conventional expository protocols. A hybrid form, experimental critical writing challenges disciplinary boundaries and borrows, as it pleases, from various genres—personal essay, historical writing, memoir, non-fiction, drama, diary, autobiography, fiction, reportage, poetry, rant, and manifesto. Exceeding genre and discipline boundaries, experimental critical writing produces new epistemologies not possible within forms bound by conventional constraints.

This course will uncover some of the rhetorical possibilities traveling under the name “experimental critical writing,” explore emergent “alternative” theoretical and methodological frameworks related to the production of knowledge; blur the boundaries between disciplines, genres, the academic and non-academic; and consider what it means to produce new knowledge as a socially and ethically responsible global citizen. Prerequisite: WRIT 101. Same as HUM 301.

**WRIT 315 Introduction to Creative Writing** 3 units

This course will explore topics in the field of creative writing, focusing specifically on the genres of fiction, literary nonfiction, and poetry. In this course, students will be asked to think of writing as a process. They will attend to and observe the world around them, invent new work, elaborate on and revise that work, and then reflect back on their own writerly development. Moreover, students will study the work of contemporary writers from a craft and technique perspective, learning how these writers manipulate narrative, subtext, point-of-view, description, metaphor, lineation, and syntax in their work. Finally, students will have their own texts evaluated during in-class workshops, and they will compile their work toward an end-of-semester portfolio. Prerequisite: WRIT 101.

**WRIT 335 Writing about Film** 3 units

Visual rhetoric can be understood as visual argument (or an argument using images). This course encourages students to explore and write about non-traditional forms of rhetoric drawing from a wealth of topics related to film genres, ancient rhetorical genres and film studies. This is not a film appreciation course but rather, a writing and rhetoric course, which encourages students to engage with the way in which visual culture communicates and makes arguments. Each week, we will explore and write about a different film genre and its particular concerns. We might, for example, explore arguments about gender and sexuality in the post-war genre of Film Noir. In this case, we would combine psychological theory with gender studies in our written analyses of films like Double Indemnity or Gilda.

Alternately, by exploring the early documentaries of Robert Flaherty and Dziga Vertov, we might ask ourselves: how do we understand “realism” and in the process, how do we understand what is included and what is left out of their versions of reality? Early social documentaries like these, with their combined qualities of spectacle and an emphasis on the active role of the spectator, resonate with the most ancient forms of rhetoric performed in Greek dramatic festivals and in the law courts. Our analyses of movies in this course will turn on the fundamental examination of how meaning is created through the power of artistic vision and visual technology. Prerequisite: WRIT 101, Same as HUM 335.
CREATIVE ARTS PROGRAM

OVERVIEW
The Creative Arts Program at SUA is linked and contributes to the mission of the university in two specific ways:
1. Through the “hands-on” making of art, students experience the artistic process and the discovery of new expressive possibilities firsthand, something which human beings everywhere and throughout time have engaged in, and so can take a step in developing the empathy necessary for global citizenship.
2. Creativity and imagination are essential qualities for solving the problems of today and tomorrow around the world, and these qualities are the focus of each of the courses in our program.

The courses in the Creative Arts Program are designed to foster the development of craft and expressive skills in an artistic medium in the context of these holistic goals.

Students can fulfill the Creative Arts requirement by choosing one 3-credit course in any of the following areas: Ceramics, Computer Music, Dance, Drawing, Music Composition, Painting, Photography, Sculpture or Songwriting. Additional courses from any of these areas can be taken as electives, and some intermediate and advanced level courses are also offered, giving more opportunities to students who wish to further pursue artistic endeavor.

All of the introductory 100-LEVEL courses are open to all students, regardless of their level of prior experience.

Students taking their first Creative Arts course are also required to register for the Creative Arts Forum, a 1-credit course which focuses on creativity, imagination and teamwork. Please see the course description below.

A range of Music Ensemble courses are also available at various levels for students who wish to learn music performance, but these do not satisfy the Creative Arts requirement. Please see below for more detailed information.

COURSE DESCRIPTIONS

Creative Arts Forum 100 1 Unit
This course focuses on learning about creativity and the creative process in general, and especially on opportunities for creative collaboration across artistic media. There will be presentations by faculty members from the arts as well as guest speakers from other disciplines, team “brainstorming” exercises, and multi-disciplinary projects developed by groups of students from the various arts courses.

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

CARTS 102 Introduction to Songwriting 3 Units
This course will introduce students to the study of songs and songwriting, with special attention paid to the art of lyrics, melody, harmony, and structure to create songs. We will analyze and compose songs, and listen to popular American songwriting throughout modern history. There are no prerequisites, and no previous knowledge of music reading and notation is required, though students are expected to listen critically and create and collaborate on original song lyrics and music.

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

CART 120 Drawing: Seeing & Imagination 3 Units
This course explores drawing as a process for seeing, generating ideas, and personal expression. It includes drawing the human figure, still life, nature, and the imagination and uses a variety of media and techniques. This course is open to all students, regardless of previous experience in this medium.

CARTS 130 Beginning Ceramics 3 Units
This course explores the creative process in the art of ceramics. Students learn techniques of working in clay, building, glazing and finishing works, and traditional and contemporary approaches to ceramic art. This course is open to all students, regardless of previous experience in this medium.
CARTS 131 Sculpture: Creating Form 3 Units
This course gives students opportunities to create images in three-dimensional form using a variety of media and processes, including modeling, carving, and casting. The course focuses on human, animal, and non-representational forms from various cultures. Experiences with sculpting lay the foundation for discussions of the creative process. This course is open to all students, regardless of previous experience in this medium.

CARTS 140 Creative Painting 3 Units
Students explore technique and creativity through descriptive and expressive approaches to painting. Projects emphasize the application of personal experience and vision to aesthetic problem-solving while helping students to develop painting techniques, including mixing and blending colors and different methods of application. This course is open to all students, regardless of previous experience in this medium.

CARTS 150 Introduction to Photography 3 Units
The objective of this course is to introduce students to the fundamental skills necessary to visually communicate ideas using photographic processes. These skills include technical proficiency, knowledge of the characteristics of photography which distinguish it from other media, and a cognizance of the role of the diverse uses of photography and their implications in society. Students are given the opportunity to explore their personal creativity by developing a final project of their own choosing within the larger context of the photographer as a responsible global citizen. This course is open to all students, regardless of previous experience in this medium.

CARTS 160 Creative Dance 3 Units
This course explores the creative process in dance, with an emphasis on expression and improvisation. Students are exposed to different styles of dance and study elements of choreography such as form, composition, and the relation of body movements to music, through developing and performing their own works. This course is open to all students, regardless of level of previous training in dance.

CARTS 201 Composing Tonal Music 3 Units
This course, which requires basic music literacy skills, focuses on composing music based on the “common-practice tonal” tradition of European art music. Students will learn the key elements of tonal theory and practice, develop aural, keyboard, and notation skills, and create a series of compositions aimed at imaginative expression in the tonal idiom. Prerequisite: MUSIC 101, 102, or Instructor Consent.

CARTS 260 Advanced Creative Dance 3 Units
Developing an awareness of the relationship between dance, music, drama, and the visual arts, analytical and conceptual skills will be applied to the creative and collaborative process of art making. Working together through dance improvisation and arts experimentation, interactive collaborations will culminate in an original art event. When the arts intersect each other, their visual and aural potencies are enriched. Learning how to develop and control these images will be explored. The great collaborations of the 20th Century will be studied through readings, lectures, discussions and viewing videos.

CARTS 301 Advanced Music Composition 3 Units
This course will explore the range of approaches to music composition over the last fifty or so years, and focus on enabling each student to create original work(s) using one or more of these approaches and techniques. Class meetings will be a weekly seminar, followed by individual lessons to enable each student to pursue her/his own compositional interests. Prior music composition course (CARTS 101, 102, 110, or 201) or instructor permission will be required.

CARTS 320 Advanced Studio Art – Drawing II 3 Units
This course allows advanced students to pursue their creative endeavors in Drawing. Students learn to investigate advanced drawing materials and techniques while completing substantial projects. Prerequisite: Art 120 or Instructor Consent.

CARTS 330 Advanced Ceramics 3 Units
This course introduces students to advanced techniques in ceramics, including use of the potter’s wheel and advanced hand-building techniques, glazing, decorating and treating surfaces of their ceramic work. The course will also present both historical and contemporary examples of ceramic work that illustrate ideas of design, functionality, and ceremony, so that students can gain deeper understanding and appreciation of the medium. Prior experience in ceramics is required. Prerequisite: Art 125 or Instructor Consent.

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

CARTS 350 Advanced Photography  3 Units
The objective of this course is to enable students to advance and develop their own creative voice in photography beyond the introductory level through exploring both a wide range of processes and media and the study of history and theory of contemporary art. The course includes exposure to various equipment types and advance printing techniques, and is intended for those with prior experience. Prerequisite: Art 150 Instructor Consent.

CARTS 298, 398, 498 Special Study  1-4 Units
CARTS 299, 399, 499 Independent Study  1-4 Units

Music Ensembles
The Creative Arts Area also offers a wide range of Music Ensemble courses (MUSICENS in the catalog and schedule.) Music ensemble courses at SUA provide instruction and performance opportunities for student musicians, ranging from chamber groups to jazz groups to larger instrumental or vocal ensembles. In addition to receiving individual and/or group instruction, developing fundamental skills, and preparing for performance, students will gain knowledge of the appropriate literature. A placement audition is required, but students of any level of performing ability may participate in at least one of these courses. These courses (which include musicianship, instrumental and vocal instruction and various performing ensembles) DO NOT satisfy the CA requirement. Most are offered on both beginning and more advanced levels. Students are allowed to take up to seven 1-credit ensemble courses for credit towards graduation (essentially one per semester on campus) with the following conditions:
1. The first three are designated P/NP without counting against the P/NP limit. Any courses taken beyond the third one must be taken for a letter grade.
2. Before taking his/her 4th ensemble course or any advanced level course (typically at the end of the sophomore year), a student will be required to meet with and audition for the music faculty.

MUSICENS 130 Basic Musicianship  1 Unit
This course introduces basic musicianship skills (including literacy, keyboard and aural skills). It is meant for students who wish to learn to play music but don’t have sufficient background to begin performance-oriented courses, or those who play but wish to improve in these areas.

MUSICENS 131 Class Piano  1 Unit
This course is for beginning to intermediate level piano students who have basic music literacy skills. Students will build keyboard skills through technical exercises and weekly rehearsals of ensemble and solo literature, and prepare for a performance at the piano workshop. May be repeated for credit. Instructor permission required.

MUSICENS 231 Intermediate Piano  1 Unit
This course is for intermediate level piano students who have completed the first two semesters of beginning piano class, but are not yet ready for advanced piano lessons. Students will build their keyboard skills through technical exercises, weekly semi-private lessons, ensemble experiences, and performances. Instructor permission required.

MUSICENS 132 Soka Singers  1 Unit
This course is designed for students who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit. Instructor permission required.

MUSICENS 134 String Instrumental Ensemble  1 Unit
This course is for students with basic music literacy skills who wish to learn to play classical string instruments. May be repeated for credit. Instructor permission required.

MUSICENS 135 Instrumental Chamber Ensemble  1 Unit
This course is open to students with basic music literacy skills who wish to study and perform a variety of chamber ensemble music. May be repeated for credit. Instructor permission required.

MUSICENS 136 Concert Band  1 Unit
This course is open to all instrumentalists, including woodwind, brass, string and percussion players, who possess basic music literacy skills. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit. Instructor permission required.
MUSICENS 137 Percussion Ensemble 1 Unit
This course is open to all interested students with basic music literacy skills, regardless of prior experience playing percussion instruments. The ensemble will explore a range of literature for percussion, with a focus on helping students develop their rhythmic and sight-reading abilities, as well as ensemble performance skills. May be repeated for credit. Instructor permission required.

MUSICENS 139 Jazz Theory at the Keyboard 1 Unit
This course is open to students with basic music literacy and keyboard skills who wish to learn jazz performance and improvisation. May be repeated for credit. Instructor permission required.

MUSICENS 140 Vocal Technique for Singers 1 Unit
This course focuses on developing and improving singing skills, emphasizing vocal technique, musicianship and communication. Specifics addressed include breath control, tone production, pronunciation and interpretation. May be repeated for credit. Instructor permission required.

MUSICENS 240 Intermediate Vocal Technique for Singers 1 Unit
The course deals primarily with issues related to tone production, breath control, pronunciation, dramatic interpretation, and choices of popular and traditional song literature. Song choice will reflect an intermediate/advanced level and will serve to help each student increase their singing ability. Students will review basic vocal techniques used by singers and move on to more advanced vocal exercises and repertoire. Instructor permission required.

MUSICENS 141 Jazz Ensemble – Combo 1 Unit
This course is open to students with basic music literacy skills who wish to learn jazz performance and improvisation in an ensemble setting. May be repeated for credit. Instructor permission required.

Advanced Music Ensembles
These courses provide opportunities for more experienced musicians (including upper division students) to participate in ensembles and further develop their skills and knowledge. In addition to preparing public performances, students at this level will do activities such as leading rehearsals and preparing program notes. As above, these courses may be repeated for credit. Audition and Instructor consent are required for all of these courses.

MUSICENS 331 Advanced Piano 1 Unit
Advanced level piano students will build technique and repertoire through weekly private lessons.

MUSICENS 332 Advanced Soka Singers 1 Unit
This course is designed for more advanced singers who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit.

MUSICENS 334 Advanced String Instrumental Ensemble 1 Unit
This course is for intermediate to advanced level string players, and includes private study and recital preparations.

MUSICENS 335 Adv. Instrumental Chamber Ensemble 1 Unit
This course is open to intermediate to advanced level instrumentalists (including pianists) who wish to explore and perform chamber music (for small ensembles) at a more advanced level (see general description above.)

MUSICENS 336 Advanced Concert Band 1 Unit
This course is open to all intermediate and advanced level instrumentalists and offers the opportunity for more in-depth instruction and leadership of the ensemble activities. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit.

MUSICENS 339 Advanced Jazz Theory at the Keyboard 1 Unit
This course is for intermediate to advanced level jazz pianists, and/or upper division students who wish instruction and performance opportunities.

MUSICENS 341 Advanced Jazz Ensemble – Combo 1 Unit
This course is for intermediate to advanced level jazz performers, and/or upper division students who wish instruction and performance opportunities.
LANGUAGE AND CULTURE PROGRAM

COURSE DESCRIPTIONS

Chinese

CHI 101 First-year Chinese I 4 units
Introduction to the basic structure and function of the modern Chinese language, covering the basic sound system, grammatical constructions, writing system, and basic vocabulary and expressions. Important cultural aspects of the language are discussed as well.

CHI 102 First-year Chinese II 4 units
Continuing development of the fundamental aspects of the modern Chinese language as in CHI 101, with additional vocabulary/expressions and analysis of grammatical constructions. Prerequisite: CHI 101 or Instructor Consent.

CHI 201 Second-year Chinese I 4 units
Aims at further developing students’ Chinese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. Prerequisite: CHI 102 or Instructor Consent.

CHI 202 Second-year Chinese II 4 units
Continuation of CHI 201 while further enhancing students’ proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Necessary linguistic, cultural, and sociolinguistic orientation for Study Abroad studies is included. Prerequisite: CHI 201 or Instructor Consent.

CHI 306 Intermediate Chinese Conversation 3 units
This course is primarily geared for students who have completed CHI 202 and are preparing to study abroad in the following semester. Emphasis is on strengthening speaking skills, while promoting integration of those skills with listening, reading, and writing for a more effective study abroad outcome. Prerequisite: CHI 202 or Instructor Consent.

CHI 310 Advanced Chinese Conversation 3 units
This course is geared towards students returning from a study abroad program in a Chinese-speaking area. Emphasis is on further improving all four language skills students have gained, especially listening and speaking, so as to prepare them to use these skills in real-life situations such as jobs and/or international volunteer opportunities requiring foreign language skills. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 312 Advanced Reading and Writing in Chinese 3 units
This course is geared towards students returning from a study abroad program in a Chinese-speaking area. It emphasizes increased exposure to the written style of discourse in Chinese. Writing and grammar skills are enhanced through composing essays and reflection pieces on authentic materials read in the courses. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 401 Cultural History of China 3 units
Using Chinese language skills previously acquired and strengthened through practice, this course explores the rich cultural history of China, using authentic materials aimed at Chinese youth. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 410 Chinese Literature & Film 3 units
An advanced language course in which basic Chinese cultural and societal issues are explored through discussion of short pieces of literature and screening of 20th-century films from Mainland China, Taiwan, and Hong Kong. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 412 Classical Chinese Texts 3 units
Introduction to literary or classical Chinese, focusing on reading comprehension, scholarly translation, and the carryover to the blending of classical and modern prose styles. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 415 Contemporary Issues in China (Modern China) 3 units
An advanced language course designed to provide students with an in-depth understanding of some important issues in contemporary Chinese society and communities that students bring back from their study abroad experience.
Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

**French**

**FRN 101 First-year French I** 4 units
Introduction to the basic structure and function of modern French, covering the sound system, grammatical structures, basic vocabulary/expressions, and writing. Important cultural aspects of the language are also discussed.

**FRN 102 First-year French II** 4 units
Continuing development of the fundamental aspects of modern French as in FRN 101, with more emphasis on vocabulary/expressions and grammatical structures. Prerequisite: FRN 101 or Instructor Consent.

**FRN 201 Second-year French I** 4 units
Aims at further developing students’ French language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. Prerequisite: FRN 102 or Instructor Consent.

**FRN 202 Second-year French II** 4 units
Continuation of FRN 201, while further enhancing students’ proficiency in listening, speaking, reading, writing, grammar, and cultural understanding. Relevant linguistic, sociolinguistic, and cultural information to prepare students for Study Abroad programs is included. Prerequisite: FRN 201 or Instructor Consent.

**FRN 310 Advanced French Conversation & Composition** 3 units
This course is a one-semester advanced language course primarily designed to further develop listening and speaking skills and to increase writing ability, with particular attention to advanced syntax and to vocabulary expansion. Class will be entirely conducted in French. Prerequisite: French 202, or Instructor Consent.

**FRN 402 Cultural History of the French-Speaking World** 3 units
Designed to examine the historical and cultural development of post-colonial francophone regions. The course surveys major historical events from the beginning of French colonization to the present day. Class will be conducted in French. Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.

**Japanese**

**JPN 101 First-year Japanese I** 4 units
Introduction to the basic structure and function of the modern Japanese language, covering the basic sound system, grammatical constructions, writing system, and basic vocabulary/expressions. Important cultural aspects of the language are discussed as well.

**JPN 102 First-year Japanese II** 4 units
Continuing development of the fundamental aspects of the modern Japanese language as in JPN 101 with more Kanji characters and grammatical constructions. Prerequisite: JPN 101 or Instructor Consent.

**JPN 201 Second-year Japanese I** 4 units
Aims at further developing students’ Japanese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. Prerequisite: JPN 102 or Instructor Consent.

**JPN 202 Second-year Japanese II** 4 units
Continuation of JPN 201 while further enhancing students’ proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Necessary linguistic, cultural, and mental preparations for Study Abroad studies are included. Prerequisite: JPN 201 or Instructor Consent.

**JPN 306 Intermediate Japanese Conversation** 3 units
This course is geared primarily for students who have completed JPN 202 and are preparing to study abroad in the following semester. Focuses on developing listening and speaking skills for conversations in various situations where the appropriate use of grammatical constructions and knowledge of language functions/sociolinguistics are required. Prerequisite: JPN 202 or Instructor Consent.

**JPN 310 Advanced Japanese Conversation** 3 units
Aims at further developing listening and speaking skills while learning more advanced language functions and sociolinguistics. Prerequisite:
Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 311 Intermediate Reading and Writing in Japanese  3 units
Intends to develop reading and writing skills while strengthening the mastery of vocabulary, expressions, Kanji characters, and grammar. Main reading materials are short essay and expository readings. Writing activities include message, letter, and journal writing. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 312 Advanced Reading and Writing in Japanese  3 units
Aims at achieving more advanced-level reading and writing skills. Main reading materials are extended discourse of expository, journalistic, and literary readings. Writing focuses on expository and essay writing. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 401 Cultural History of Japan  3 units
Introductory survey of Japanese culture in the ancient, medieval, and (pre-war) modern periods. Significant aspects of each period are discussed while shedding light on its culture (everyday life of the Japanese) and Culture (including thoughts, values, religions, aesthetics, political and economic circumstances). The main medium of instruction is Japanese. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 410 Japanese Literature & Film  3 units
Exploration of socio-cultural aspects of contemporary Japan through analysis and translation of literature and film. Thematic messages represented in the works are discussed in the scope of their social and cultural significance. The main medium of instruction is Japanese. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 411 Introduction to Practical Japanese Linguistics  3 units
Introduction to practical aspects of Japanese linguistics, including comparisons to other languages. The main medium of instruction is Japanese. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 415 Modern Japanese Culture and Contemporary Issues  3 units
Survey of modern Japanese culture and in-depth analysis of crucial issues in contemporary Japanese society and popular culture. The main medium of instruction is Japanese. Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.

Spanish
SPA 101 First-year Spanish I  4 units
Introduction to the basic structure and function of modern Spanish, covering the basic sound system, grammatical structures, basic vocabulary/expressions, and writing. Important cultural aspects of the language are also discussed.

SPA 102 First-year Spanish II  4 units
Continuing development of the fundamental aspects of modern Spanish as in SPA 101 with more emphasis on vocabulary/expressions and grammatical structures. Prerequisite: SPA 101 or Instructor Consent.

SPA 201 Second-year Spanish I  4 units
Aims at further developing students’ Spanish language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. Prerequisite: SPA 102 or Instructor Consent.

SPA 202 Second-year Spanish II  4 units
Continuation of SPA 201 while further enhancing students’ proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Relevant linguistic, sociolinguistic, and cultural information to prepare students for Study Abroad studies is included. Prerequisite: SPA 201 or Instructor Consent.

SPA 307 Intermediate Spanish Conversation and Pronunciation  3 units
This course is primarily geared for students who have completed SPA 202 and are preparing to study abroad in the following semester. Designed to develop the student’s oral fluency, pronunciation and oral comprehension in Spanish. Focuses on conversations in practical situations where the appropriate use of grammatical constructions and knowledge of language functions/sociolinguistics are required. Includes the study of the Spanish sound system and practice of Spanish pronunciation and
intonation. Prerequisite: SPA 202 or Instructor Consent.

**SPA 310 Advanced Spanish Conversation** 3 units
This course is designed to develop a high level of proficiency in spoken Spanish. Aims at further developing listening and speaking skills while learning more advanced language functions and lexicon. Discussions are based on current issues affecting our world. A wide variety of media resources will be used, such as newspapers, television, radio, and video. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 311 Reading and Writing in Spanish** 3 units
Geared to develop reading and writing skills while strengthening the mastery of vocabulary, language usage, and grammar. Main reading materials consist of short essays, and literary and expository writings. Writing activities include letter, journal, and expository writing. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 312 Advanced Spanish Grammar** 3 units
A systematic study of the more complex structures and forms of Spanish grammar with emphasis on mood, tense, and voice. Grammatical analysis, vocabulary building, discussion, and written practice are integrated to provide a solid foundation for students wishing to do more advanced work in Spanish. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 401 Cultural History of Spain** 3 units
Designed to acquaint students with general trends of Spanish civilization and culture. Includes historical, economic, political, ideological, and artistic developments of Spain from prehistoric times to the present. Significant aspects of each period are discussed while shedding light on Spain’s everyday life culture and its values, aesthetics, political and economic circumstances. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 402 Cultural History of Latin America** 3 units
Designed to examine the historical and cultural development of Latin American countries. The course surveys the major historical events from the pre-Columbian period to the present. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 410 Spanish Peninsular Literature** 3 units
Survey of the major Spanish Peninsular literary works, studied in literary terms and in their relation to cultural trends. Literary analysis, discussion, and reading of some of the most relevant writings will be organized by genres (prose, poetry, theatre). Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

**SPA 411 Spanish American Literature** 3 units
Survey of the main literary masterpieces of Spanish American Literature and analysis of the work of its most representative authors. Literary analysis, discussion, and reading of some of the most relevant writings will be organized by genres (prose, poetry, theatre). Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.
ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES CONCENTRATION

OVERVIEW
The Environmental Studies (ENVSTD) concentration fulfills one of Soka University of America’s founding principles: to “foster leaders for the creative coexistence of nature and humanity.” The complex problem of how humans can sustainably live on the planet requires a broad, multidisciplinary approach, one that a liberal arts background is well suited to deliver. Our concentration will provide students a foundation in the scientific understanding of human/environment relations, as well as an understanding of the philosophical, social, economic and organizational forces that shape those relations.

Students concentration in Environmental Studies will have an opportunity to integrate both scientific and environmental management approaches to studying the environment. They will be prepared to address the full range of environmental issues - scientific, political, social, and cultural - through a coherent study of environmental problems and solutions. To achieve this breadth, students may take appropriate courses from other concentrations that have been cross-listed with ENVSTD. Students who select Environmental Studies will be able to fulfill their concentration requirements by focusing on one discipline (such as environmental science or policy), or through taking a variety of courses from the many disciplines within Environmental Studies. To fulfill the concentration requirements, students must take five concentration courses, three of which must be at the 300 or 400 level.

Our goal is to present students with a positive learning environment that encourages the creative, responsible, interdisciplinary and independent thinking necessary for understanding and effectively responding to local, regional, and global environmental challenges. The ENVSTD concentration at SUA can be an effective preparation for graduate school and environmental careers in government, advocacy organizations, and in business. With further preparation, students may progress to careers in environmental law, medicine, and economics, as well as environmental research, urban and regional planning, and resource management.

1. Demonstrate and articulate an understanding of, and critically evaluate environmental studies approaches to viewing interactions between humans and the natural environment, including scientific and environmental design perspectives as well as those of social and organizational studies.
2. Formulate original questions and apply theoretical and methodological tools to critically investigate and explain the biological, geological, chemical, social, and organizational processes that support and affect human and other life on Earth.
3. Communicate effectively their understanding of and prescriptions for human-environment interaction developed through application of the interdisciplinary approaches of environmental studies.
4. Engage with emerging environmental challenges and opportunities and be prepared to act professionally and personally to secure a sustainable future for humanity.

CAPSTONE EXPERIENCE

CAPSTONE 390       1 unit
This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

CAPSTONE 400 Capstone I     4 units
All SUA students participate in a capstone research project over the last block and semester of their senior year. This research project is intended to be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student works with a faculty mentor to propose, develop, and carry out a research project. Students meet regularly with their capstone mentor for support and feedback. Prerequisite: Senior standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.

CAPSTONE 450 Capstone II    4 units
Continues Capstone I. Prerequisite: CAPSTONE 390 and CAPSTONE 400. Instructor Consent Required. Prerequisite: senior standing. This course cannot be taken on a P/NP basis.
COURSE DESCRIPTIONS

Ecology

ECOL 211 Aquaculture 3 units
This class will provide you with an introduction to the science of aquaculture: historically known as fish farming. Although, we will be spending the majority of time talking about fishes, aquaculture also includes the farming of invertebrates, as well as plants. During the semester, we will be discussing all aspects of aquaculture including economics, diseases, nutritional requirements, and rearing techniques for various aquatic species.

ECOL 325 Freshwater Systems Ecology 4 units
The ecology of freshwater ecosystems to include (natural and man-made) lakes and ponds, rivers and streams, wetlands and groundwater. Students will become familiar with the methodology in the biological, physical, and chemical aspects of local freshwater systems. Prerequisite: BIO 140.

ECOL 330 Fish Biology 4 units
An introduction to species diversity, natural history, and ecological and evolutionary relationships of fishes. Emphasis on form and function, ecology, behavior, sensory modes, fishery management, global crises in fisheries, and marine protected areas. Laboratories include identification of major groups of fishes, methodology and experimental approaches to the study of fishes. Prerequisite: BIO 140.

ECOL 360 Environmental Microbiology 4 units
The rainforest may be called “the lungs of the planet,” but the job of regulating the atmosphere and the water falls largely to microscopic organisms. Deep in the ocean or under the soil, they continue their strange and alien forms of metabolism, a two-billion-year-old legacy from the days before plants transformed the earth’s atmosphere. In this field- and laboratory-based course, students will explore the world of microbes in the environment through structured approaches to fundamental concepts, as well as through observation and experimentation. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.

ECOL 370 Terrestrial Plant Ecology 4 units
Terrestrial plants have been present on this planet for 440 million years and play a critical role as the basis of the terrestrial food chain. This course introduces students to the diversity of plant life and how plants have evolved and adapted to their respective environment. Topics include plant structure and growth, species interaction, community ecology, and succession. Prerequisite: BIO 110 or BIO 140 or consent of instructor.

ECOL 435 Alien Invaders 3 units
This course is designed to provide students with perspective on the impacts of exotic species, those organisms that are not native to a geographical area, primarily within Southern California but will also cover major invasions in the USA. The ecological, genetic, and evolutionary impacts of the invasions will be explored. Additionally, the management and control of exotic species will be discussed. Prerequisite: BIO 140.

ECOL 450 Ecological Modeling 3 units
This course introduces various theoretical and mathematical approaches to modeling ecological and environmental data through computer-based exercises in the application of existing models and the development of new models. Modeling topics cover animal population models, vegetation models, and large scale landscape models, as well as model applications in decision making. This course is geared towards demystifying models and providing students with the confidence and skills to apply this very useful tool to research projects. Prerequisite: MATH 101 or consent of instructor.

Environmental Management and Policy

EMP 248 Environmental Design 3 units
Environmental design takes the natural environment into account in all aspects of industrial and urban development and policy. Environmental design is integrated into the natural environment because it is designed both to utilize and respond to natural, renewable sources of energy and materials. This integration makes it both more efficient and less disruptive to the natural environment. In this course, students will explore environmental design through readings, discussions, and team problem-solving exercises, focusing on real-world design problems of current interest. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.
ENVIRONMENTAL STUDIES

EMP 330 Sustainable Cities  3 units
The majority of world’s population now lives in cities. Taking a global view of the current trajectory of urbanization, this course exposes prevailing land use and development patterns in both developed and developing countries as unsustainable and critically examines alternative approaches aimed at creating more ecologically responsible and socially sound human settlements. Case studies will range from ‘New Urbanism’ and ‘Smart Growth’ developments in the U.S. to urban farming initiatives in Latin America to post-industrial urban transformations in Europe to slum settlement upgrading in Africa to planned eco villages in Asia.

EMP 340 Environmental Movements  3 units
This course examines the role of environmental movements in the development of policies for environmental protection. This course focuses on the role of nongovernmental organizations in environmental politics and policy.

EMP 350 Environmental Policy  3 units
Environmental policies are social actions designed to protect the environment. This course examines the processes and consequences of policies for environmental protection. This course also examines the roles of leadership, laws, and organizations in environmental protection.

EMP 380 Environmental Law  3 units
This course provides a general introduction to the role of laws and legal processes in environmental protection.

EMP 400 Environmental Management  3 units
This course focuses on case studies of the development and management of policies for environmental protection. These case studies allow a detailed examination of the practical challenges facing environmental managers and leaders today, and an examination of the possibilities for new approaches to environmental management and policy in the future.

EMP 410 International & Comparative Environmental Policy  3 units
This course examines the processes and consequences of policies for environmental protection in an international and comparative context. The course focuses on the role of institutional processes, government organizations, and nongovernmental organizations in environmental politics and policy across the world.

Earth And Ocean Sciences

EOS 222 Watershed Processes  3 units
Watersheds are an area of land that drains into a single waterway, such as a river or creek. Watershed management is an approach to the environmental management of water quality that takes into account all human and natural activities within this area that affect water quality. Using examples from Orange County, we will study the processes that control water quality, such as rainfall, soil infiltration, development and impermeable surfaces, groundwater, the effects of plants and microorganisms, and the measures that can be taken to improve or maintain water quality. This course will have a strong laboratory and field component. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.

EOS 302 Greenhouse Gases  3 units
The earth’s climate is changing because human activity is increasing the atmospheric levels of a variety of greenhouse gases, such as carbon dioxide and methane. In this course students will learn about climate change: the processes that produce, transform, and decompose these gases, their role in the earth’s heat balance, and the options for their control. Students will learn how to conduct a scientific literature review, to write scientifically, and to plan and perform a scientific experiment measuring greenhouse gases. Prerequisite: Any CHEM or BIO course or consent of instructor.

EOS 322 Water Resources  4 units
The struggle to manage water resources has shaped societies in the past and continues to do so today. Human use of water for drinking, sanitation, and agriculture is controlled by natural processes, by engineering, and by the institutions that manage water for the benefit of societies. In this course students will study how these processes control the availability and quality of water. Students will explore water resources in the local area through field visits to both natural and engineered sites and will learn to apply some of the techniques of water resource managers. Prerequisite: Any CHEM or BIO course or consent of instructor.
EOS 446 Biogeochemistry 4 units
Biogeochemistry is the study of the flows of the basic elements required for life through the earth’s environmental systems. Biogeochemistry ties together processes occurring in the water, atmosphere, soils and in living organisms, tracing the transformation of essential elements from one form to another in their cyclic journeys on the earth’s surface. Students will use advanced laboratory and field techniques to study biogeochemical transformations in the environment, learn to read and interpret scientific literature, and write a scientific paper. Prerequisite: CHEM 101 or consent of instructor.

Geography
GEOG 110 Human Geography 3 units
Geography explores questions of place. Why are people where they are and how does this affect their daily lives or culture? This course will explore the rich diversity of human culture throughout the Pacific Rim states so that students get a better understanding of what has contributed to the look and feel of a place, to the standard of living and customs of its people, and to the way people in one place relate to people in other places, near and far. The course will also discuss global trade and consumption and how they affect the regions of the world and the daily lives or ordinary people.

GEOG 235 Introduction to Geographic Information Systems 3 units
Geographic Information Systems (GIS) is a computer system for storing, managing, and displaying (mapping) the locations and attributes of spatial features. These features can come from any discipline and could represent people, towns, rivers, countries or any other human or physical information. Due to its versatility, GIS is used in a wide range of applications such as resources management, city planning, transportation, business, property management and crime hot spot analysis. This course will introduce student to this powerful software through lectures in GIScience and hands-on labs with ArcGIS.

GEOG 250 Physical Geography 4 units
Physical Geography is the science of our environment and how this environment provides opportunities and challenges for humans. The course will cover the three major subject areas: (1) atmosphere and weather, (2) biogeography, and (3) geology and landforms. The goal of this course is to develop a thorough knowledge, understanding, and appreciation of our Earth.

GEOG 440 Biogeography 4 units
Biogeography is the science of the distribution of plants and animals and the patterns and processes responsible for these distributions. This course introduces students to the discipline of biogeography and its major topics such as island biogeography, speciation and extinction, diversification, and conservation from a more geographical perspective emphasizing large scale patterns through space and time. Prerequisite: BIO 110 or BIO 140 or consent of instructor.

Environmental Studies
ENVST 150 Human Origins 3 units
This course introduces students to biological anthropology and anthropological archaeology — those portions of the discipline concerned with human prehistory and continuing human development. The course examines reconstructions of the human record based on fossil and artifactual evidence of human biological and cultural change over time. It considers various theories of human biological evolution and the emergence of culture, humanity’s unique ecological niche. The course also examines the value of studies of contemporary primate behavior in formulating hypothesis about early human adaptation. Same as: ANTH 150.

ENVST 170 Environmental Ethics 3 units
This course considers the role ethics and philosophy play in how wo/man relates to her and his human and natural environment. The central themes of the course are the relationship between human centered and nature centered views of the universe and wo/man’s responsibility for the care of the universe. Philosophies considered include but are not limited to Anthropocentrism, Confucianism, Taoism, Aristotelianism, Humanism, Transcendentalism, American Indian, EcoFeminism and Deep Ecology. Same as: PHIL 170.

ENVST 215 Music and Ecology: Studies in Interconnection 3 units
This course will examine embedded views of the relationship between humans and their environments in the context and function of music in different times and cultures. Music is both commonly a means of the most profound communication between humans and nature, and
embraces cultural understanding and expression of the relationship, humans place in nature. Readings will include examination of music cultures, the expressed views and philosophies of the people in those music cultures, and studies of the ecological systems and ecological impacts of human actions where those people live. Same as: MUSCHT215.

**ENVST 230 Thinking Through Nature** 3 units
From Heraclitus on, the concept of nature has proven to be unique in its ability to expand imagination, stimulate thought, and articulate disagreement. This class will place major texts in the traditions of natural philosophy, pastoral, and cultural critique alongside contemporary interventions, including arguments for the ecology without nature. Our goal is to rethink nature in response to the technological mastery of all life made possible by the advancement of science. The texts to be studied include Aristotle, Pliny the Elder, Lucretius, Virgil, Rousseau, Diderot, Thoreau, Darwin, Dennett and W.G. Self. Same as: LIT 230.

**ENVST 315 Urban Anthropology** 3 units
Cultural Anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways social relations, history, politics, and cultural products like the media shape peoples everyday lives. Today much of the world’s population live in rapidly expanding urban areas. As such anthropologists have begun to more actively study contemporary urban life and culture as it relates to some of the core questions that anthropologists have traditionally been interested in. In this course, we will specifically look at ethnographic studies of the strategies people use to cope with the demands posed by modern urban environments. We will pay particular attention to some common social problems encountered in urban contexts like those involving concentrated poverty and inequality, crime and urban youth sub-cultures, migration and economic globalization, and public health. We will comparatively examine these issues in well-established industrial countries like the United States and Japan an also urban life in emerging economies of Africa, South-East Asia and Central and South America. Prerequisite: ANTH 100 or SOC 100.

**ENVST 330 Environmental Justice** 3 units
This seminar is designed to explore the dynamics and interplay of face, socioeconomic status and political and economic interest groups in impacting the differential access, use and outcomes of some groups and contrivies regarding natural resources and the natural environment. Specifically, the course will focus on how racial/ethnic, economic, cultural and country background impact individual and group access to a healthy and productive natural environment and supporting resources. We will explore alternatives for increasing environmental justice and issues related to access and to increasing the quality of life for disadvantaged groups. Global environmental issues that highlight the questions of justice and injustice also will be examined. An important broad goal of the course will be to integrate social concern for the natural environment with increasing consciousness of race/ethnic, class, gender and country disparities in issues of environmental equity and justice. Prerequisite: Any SBS course.

**ENVST 360 Environmental Economics** 3 units
This upper division course combines theory and policy surveys to study environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of the economy-environment relationship, causes and consequences of market failure affecting environmental services, the design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the impacts of human economic activity on the environment, and present and discuss the pros and cons of various environmental policies. Prerequisite: ECON 100 or INTS 100. Same as: ECON 360.

**ENVST 290 Topics in Environmental Studies** 1-4 units

**ENVST 390, 490 Advanced Topics in Environmental Studies** 1-4 units

**ENVST 298, 398, 498 Special Study** 1-4 units

**ENVST 299, 399, 499 Independent Study** 1-4 units
HUMANITIES

HUMANITIES CONCENTRATION

OVERVIEW
Comprised of the fields of Art History, History, Literature, Music History, Philosophy, and Religion, the Humanities concentration offers students the chance to pursue essential questions about what it means to be human, to become familiar with perspectives from around the globe, to develop informed and humanistic goals and concerns, and to sharpen analytical, critical thinking and research skills.

Since the underlying focus of SUA’s education is toward deepening an understanding of both Eastern and Western cultures, students are encouraged to develop a balanced perspective encompassing East and West within their course selection plan. In this way, each student, whether she/he chooses to advance within one major discipline or seeks to develop a broader foundation encompassing several or all Humanities disciplines, will have a common bond and direction in which to organize her/his program.

The Humanities both prepares students for graduate and professional school and offers to all students a broad-based background in a number of disciplines that are at the basis of a liberal arts education. Three upper level Humanities courses (300 and up) are required to complete the Humanities concentration requirement.

The student learning outcomes for the Humanities concentration are:

1. Demonstrate an understanding of and apply theoretical and methodological insights into one or more of the above disciplines
2. Demonstrate a coherent and integrated understanding of the central issues and questions for investigation in the disciplines
3. Demonstrate the capacity for original and rigorous research and inquiry
4. Communicate ideas effectively in a manner appropriate to work in their field
5. Demonstrate and articulate an understanding of how individuals and societies are interconnected within social, historical, political, cultural environments, and the human condition
6. Exhibit imagination and curiosity in the study of the full range of human artifacts

CAPSTONE EXPERIENCE
CAPSTONE 390 1 unit
This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

CAPSTONE 400 Capstone I 4 units
All SUA students will participate in a capstone research project over the last semester and block of their senior year. This research project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor to propose, develop and carry out a research project. Students will meet regularly throughout their project with their mentor for support and feedback. Prerequisite: Senior standing, CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.

CAPSTONE 450 Capstone II 4 units
Continues Capstone I. Prerequisite: CAPSTONE 390. CAPSTONE 400. Instructor Consent Required. This course cannot be taken on a P/NP basis.

COURSE DESCRIPTIONS

Art History
ARTHIST 105 Introduction to Art History 3 units
The course introduces the students to the major works of art and art movements of the world by analyzing the visual characteristics of works of art and placing them in their historical and cultural context. It covers sculpture, painting, architecture, print, ceramics, and photography from ancient to modern cultures from east and west. The course seeks to provide the beginning art history student with a range of conceptual, visual and verbal skills essential to the description and analysis of visual forms.

ARTHIST 270 Introduction to World Architecture 3 units
The course explores architecture as a cultural force and its interaction with the environment and community, in the context of social, economic and political realities. Students will be introduced to the fundamentals of architecture including style, function, material and theories
from Western Classical to the Modern Period, as well as Asian and Islamic architectural forms.

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

**ARTHIST 315 Contemporary Visual Culture** 3 units
Visual Culture is an emerging field of study, and the course explores the relation between the two terms ‘visual’ and ‘culture’ as constructions by examining visual forms of expression: architecture, sculpture, painting, and photography. It probes into questions on visual perception, visual culture and visual problems. The course also examines generic and particular icons of public culture, such as those found in comics (including Disney characters) and advertisements. Images from both American and non-western world will be analyzed and placed in their cultural, historical and social context. The course will discuss issues of modernity, modernism, urban experience, technology, primitivism, feminism, identity and mass consumerism in visual culture in the context of various movements and theories, such as realism and neo-realism, neo-expressionism, surrealism and postmodernism.

**ARTHIST 320 Buddhist Art of Asia** 3 units
The class offers an understanding of visual characteristics of the most important works of Buddhist sculpture, architecture and painting as related to Buddhist religious and philosophical traditions of India, China and Japan, Tibet and parts of S.E. Asia. It places the works of art in their historical, literary and cultural context and explores the influences of indigenous beliefs and practices as well as those of the silk and spice routes. Prerequisite: Instructor Consent.

**ARTHIST 370 Architecture and Urban Environment** 3 units
Architecture and Urbanism will explore the history and patterns of urban forms in some major cities of the modern world, as it relates to urbanism, environment and community. The course focuses on Natural and Green Architecture as well as the Leadership in Energy and Environmental Design Rating System as an emerging movement and requirement in modern architecture that reconnects man to earth through the built environment, which will provide a new framework to approach buildings and structures.

**ARTHIST 290 Topics in Art History** 1-4 units

**ARTHIST 390, 490 Advanced Topics in Art History** 1-4 units
**ARTHIST 298, 398, 498 Special Study** 1-4 units

**ARTHIST 299, 399, 499 Independent Study** 1-4 units

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

**HIST 120 Western Worlds II: Emerging Modernity** 3 units
This course introduces students to the formative influences and developments that have shaped the modern Western world. It examines processes of state formation, scientific and technological change, political and religious upheaval, capitalist development, and territorial expansion as elements in the modernization of the West. The course explores the history of the West as a diverse congeries of peoples, ideas, and movements.
HIST 140 East Asia: A Historical Survey 3 units
This course is a survey of East Asian history from the earliest time to the present. The course will be restricted to those aspects of East Asian history that enable us to understand the complexities and diversities in the historical experience of three East Asian countries: China, Japan and Korea. This course concentrates on how three East Asian societies have distinctively achieved their own economic, political, social, and cultural developments, sometimes by way of mutual inspiration, influence or actual interaction with each other, and, later, with a broader world. Same as: INTS 120.

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

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

HIST 234 Third World and the West 3 units
This course examines the emergence of the Third World in modern history, the response to and reformulation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relation, beginning around 1450 to the present, in which Euro-Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous historical problems that still remain in this increasingly globalizing and interactive world. Prerequisite: 100 level History course or sophomore standing.

HIST 242 America in the Era of Slavery 3 units
Focused on North America in the era of slavery and colonization (circa 1500 to 1865), students examine the interaction of Native Americans, Europeans and Africans and consider the development of North America as part of the Atlantic World and the Pacific Basin. Through readings, discussions, field trips, and papers, students acquire an understanding of current historical research trends and seek to understand select problems in cultural, intellectual, political and everyday life.

HIST 244 Modern America 3 units
This course examines the role of cultural institutions and ideas in the forming of the American mind from 1865 to the end of the twentieth century. It explores the influence of native progressive traditions as well as European social thought on modern American thinkers from across the political spectrum. Readings from W.E.B. DuBois, Jane Addams, Henry George, John Dewey, Randolph Bourne, Lewis Mumford, Lionel Trilling, Ayn Rand, Richard M. Weaver, Richard Rorty, William F. Buckley, and others. Prerequisite: AMEREXP 200.

HIST 305 The American West 3 units
The course explores the history and development of the American West, a space of settlement and contestation. It examines one of America’s more enduring myths, the idea of the frontier as a continuous line of expansion westward over time. Students compare and contrast the real and the symbolic West as a zone of encounter between different people, empires, and societies.

HIST 310 Religion and Society in the United States 3 units
An examination of the relationship between religious and social ideas and institutions in the history of the United States from colonialism to the present. The course traces the role of religion in such significant developments in American life as the making of the Constitution, the emergence of slavery and its abolition,
continental and foreign expansion, progressive reform, immigration and acculturation, and most recently the rise of the New Right.

**HIST 315 Ideas of East and West**  3 units
Some scholars have suggested that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from “Europe” (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and West, as ideas, in significant scholarly and literary works and films, both Euro-American and Asian. The course examines each work in its relation to its historical circumstances to convey a sense of changes historically in such representations and constructions. **Prerequisite:** Any 100 level history course, or sophomore standing. Same as: INTS 316.

**HIST 326 Women in East Asia**  3 units
This course introduces historical complexities and issues, and various constraints that have shaped the lives and struggles of East Asian women from the “pre-modern period” to the present, in their dealings with the questions of their own culture and, later, modernity. Literary works and films will be widely used. **Prerequisite:** Sophomore standing or INTS 215. Same as INTS 326.

**HIST 330 Modern China in Literature and Film**  3 units
This course examines historical issues and problems of modern China (such as women, family, and revolution) through their representations in literature and film. The course considers literature and film in their relation to historical circumstances. Film and literature provide a multiplicity of class, ethnic, gender, generational, and regional perspectives. **Prerequisite:** 100 level History course or sophomore standing.

**HIST 333 Inventing China**  3 units
This course investigates the unfolding of the idea of “China” in history. The course examines the “invention” of the Chinese past and present according to the circumstances of different periods, political needs, and cultural self-images of the population inhabiting this area of the world a population that changed quite significantly over time in its constitution. **Prerequisite:** Any History course or junior standing.

**HIST 335 China Since 1949:**
*The People’s Republic*  3 units
This course is intended as an advanced survey of the People’s Republic of China from its beginnings in 1949 to the present. The survey will cover internal developments in Chinese socialism and its global context as well as developments in Chinese society and culture since 1949. **Prerequisite:** Sophomore standing. Same as: INTS 333.

**HIST 371 The Emergence of Modern Japan**  3 units
This course is a survey of modern Japan from the mid-19th century to the present, with emphasis on historical issues that have led to diverse understandings and interpretations. The course focuses on the development of modern ideology, social relationships, and economic and political institutions in a global context. The course takes the development of Japanese capitalism in the global economic system as the central event of modern Japanese history and of Japan’s changing place in the world during the 20th century. Same as INTS 371.

**HIST 380 Cultures of Learning**  3 units
In this course we examine "education" by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown in recent decades, learning can be found in classrooms, families, churches, and public places. It can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout we will keep the long history of education reform in mind--including contemporary initiatives. The course is a reading and writing intensive seminar, with students expected to complete an original research paper testing or applying principles discussed in class. Same as:ANTH 380.
### HIST 384 Indigenous North America
3 units
The Americans were populated for millennia before European colonization transformed the hemisphere and the lives of its indigenous inhabitants. The descendants of these people live in many parts of North America—including Orange County, California. This seminar explores the histories and cultures of selected Native American peoples from Canada, Mexico, and the United States during selected eras from before colonization to the contemporary period. Reading current and classic scholarship on Native Americans and writing a research essay on a topic of the students’ choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives. Same as: ANTH 284.

### HIST 489 Culture and Imperialism 3 units
The United States of America originated as colonies within the British Empire, and the early founders of the republic openly celebrated the expected emergence of an American empire after the American Revolution. In what ways can the history of the United States be understood through this lens of emerging empire? Might that lens obscure as much as it reveals? What is imperialism, how is it different from colonialism, and what relationship to American cultural development has it had? To explore answers to these and other questions, students will focus on the US experience of empire and compare it to the history of imperialism and colonialism in India, Africa, and elsewhere. Students will read classic and contemporary works in Colonial Studies, Postcolonial Studies, and American Cultural History in preparation for group discussions, seminar papers, and independent research. Same as: INTS 489.

### HIST 290 Topics in History 1-4 units

### HIST 390, 490 Advanced Topics in History 1-4 units

### HIST 298, 398, 498 Special Study 1-4 units

### HIST 299, 399, 499 Independent Study 1-4 units

### Humanities

#### HUM 250 Historical Foundations of Western Education 3 units
The course examines the historical development of educational thought and practice in the West from the early Greeks to the present, focusing on the theme of humanism — its interpretation by the early Greeks, its reformulation in the Christian era, its eclipse and later revival during the Renaissance and its tenuous existence in the age of the modern and pre-modern state (1600-1900). Students will read from the works of such writers as Plato, Dante, Pico della Mirandola, Erasmus, Vico, Comenius, Pestalozzi, Montessori, and Rousseau.

#### HUM 310 Early Modern European Literature 3 units
The goal of this course is to introduce students to some of the great — popular and classical works — written in Western Europe during the Middle Ages and the Renaissance. Readings include the bawdy tales of Chaucer, Boccaccio, Rabelais, and Cervantes; Dante’s great epic poem, Inferno (from “The Divine Comedy,”) Erasmus’ Praise of Folly, More’s Utopia, and Montaigne’s Essays. These timeless pieces have shaped and continue to shape the Western imagination from Shakespeare to James Joyce and Thomas Pynchon. Attention is paid to the historical contexts although emphasis will be on genres and forms.

#### HUM 313 Experimental Critical Writing 3 units
Experimental critical writing is a slippery genre that challenges and breaks down traditional genre distinctions, sidestepping and/or transforming conventional expository protocols. A hybrid form, experimental critical writing challenges disciplinary boundaries and borrows, as it pleases, from various genres — personal essay, historical writing, memoir, non-fiction, drama, diary, autobiography, fiction, reportage, poetry, rant, and manifesto. Exceeding genre and discipline boundaries, experimental critical writing produces new epistemologies not possible within forms bound by conventional constraints. This course will uncover some of the rhetorical possibilities traveling under the name “experimental critical writing;” explore emergent “alternative” theoretical and methodological frameworks related to the production of knowledge; blur the boundaries...
between disciplines, genres, the academic and non-academic; and consider what it means to produce new knowledge as a socially and ethically responsible global citizen. Prerequisite: WRIT 101. Same as: WRIT 313.

**HUM 333 Film History and Cinematic Art** 4 units
This is an intensive upper-division course designed for Humanities majors and non-majors who seek to prepare themselves to engage issues of graphic literacy in an increasingly visual global and professional culture. This course will pursue landmarks in the history of cinema and establish analytic vocabularies for interpreting film masterpieces as well as emerging visual technologies. Our curricular emphasis will be upon "film texts" of the highest artistic status. Our analytic emphasis will focus on (i) critical approaches to those texts and (ii) interpretive disputes carried out across the last century's divergent critical viewpoints, now under siege by aesthetic and conceptual norms that seek consensus (hegemonic unity) in a world only recently opened to multiple cultural perspectives. Prerequisite: Literature 140 or another Humanities course.

**HUM 335 Writing about Film** 3 units
Visual rhetoric can be understood as visual argument (or an argument using images). This course encourages students to explore and write about non-traditional forms of rhetoric drawing from a wealth of topics related to film genres, ancient rhetorical genres and film studies. This is not a film appreciation course but rather, a writing and rhetoric course, which encourages students to engage with the way in which visual culture communicates and makes arguments. Each week, we will explore and write about a different film genre and its particular concerns. Our analyses of movies in this course will turn on the fundamental examination of how meaning is created through the power of artistic vision and visual technology. Prerequisite: WRIT 101. Same as: WRIT 333.

**HUM 370 The Intellectual in History** 3 units
This course examines the ambiguities of the intellectual's role as both a critic of society and an advocate for its highest values and assumptions. Students study the lives of notable Western and non-Western thinkers, public and official reaction to their ideas, and the relation in general between ideas and actions. Some of the thinkers studied include Socrates, Erasmus, Voltaire, Heine, Nietzsche, Kang-Youwei, Yoshida Shoin, and Franz Fanon. Prerequisite: Instructor Consent or junior standing.

**HUM 425 The Rhetoric of Creativity** 3 units
The goal of this course is twofold: to examine the evolution of Greek philosophy from the earliest known stages and explore the way in which philosophical and literary issues permeated and continues to permeate the work of contemporary thinkers and writers; and to provide a take on the antique world which is different albeit complementary to Lit 301: Introduction to Classical Literature.

**HUM 480 Science, Myth, and Religion** 3 units
The myths and religions of humankind, like its scientific truths, are clear examples of the human need to order and objectify existence while submitting the surrounding world to valuations that are emotionally satisfying. The course traces the development and changing functions of science, myth, and religion from ancient times to the present, examining how different cultures and belief systems approach these fundamental sources of knowledge and meaning. Instructor Consent or junior standing.

**HUM 290 Topics in Humanities** 1-4 units

**HUM 390, 490 Advanced Topics in Humanities** 1-4 units

**HUM 298, 398, 498 Special Study** 1-4 units

**HUM 299, 399, 499 Independent Study** 1-4 units

**Literature**

**LIT 140 Introduction to Literary Studies** 3 units
This is an introduction to literary genres and to the art of critical reading. The course will survey important examples of lyric poetry, short narratives, essays, novels, and drama. The main objective is to help students gain confidence and insight as they read difficult literary masterpieces, such as Shakespeare's Hamlet, as well as help in grappling with the intense poetic
strategies of poets such as John Keats and W. B. Yeats. The course will survey a variety of
critical approaches to literary texts and it will
also focus on the student’s growth as a critical
writer. Lit 140 serves as a prerequisite for
higher courses in literature.

LIT 155 Critical Reading and
Writing 3 units
This introductory course offers a rigorous
initiation to the “close reading” of literary texts
and critical essays as well as to in depth
interpretive activity. While it serves as a
prerequisite for advanced courses in literature
and humanities, it serves no less as preparation
for critical reading in all intellectual disciplines in
which difficult texts, complex writing and both
research and scholarly rigor are in play. Lit 155
serves as a prerequisite for higher courses in
literature.

LIT 205 19th Century American
Literature 3 units
This course explores powerful and complex
major work from the remarkable period of
North American literary maturity, an era often
called the “American Renaissance”: Melville’s
Moby Dick; Twain’s Huckleberry Finn;
Whitman’s Leaves of Grass; Emerson’s Essays;
Henry Adams’ Education; Thoreau’s Walden;
and Emily Dickinson’s elegant poetry, and other
texts. Prerequisite: LIT 140 or instructor’s consent.

LIT 210 20th Century American
Literature 3 units
This course examines major texts of literature in
North America’s 20th century cultural upheaval:
the poetry of William Carlos Williams, Ezra
Pound, Hart Crane and Wallace Stevens; novels
by Fitzgerald, Hemingway, Faulkner and Joseph
Heller; dramatic texts by Eugene O’Neil
alongside studies in the relationship between art
and the rise of cinema with its competing but
often derivative narrative and imagistic
techniques. Prerequisite: LIT 140, or instructor’s
consent.

LIT 211 Classical Asian Literature 3 units
This course will survey the major works, genres,
and themes of Chinese and Japanese premodern
literature, focusing on literature of the
Tang/Song dynasties and the Nara/Heian eras (c.
700-1200 AD). Students will study the works of

individual poets and essayists, their contributions
to the classic anthologies, and excerpts from the
major novels and prose narratives of the
premodern age. The course will also examine
foundational critical theories within Asian
literature, such as the genesis of poetry, the
relationship between images and ideographic
meaning, and the roles of fiction and diaries
within society. Prerequisite: LIT 140, or sophomore
standing.

LIT 212 Medieval Asian Literature 3 units
This course will survey the principal works,
authors, and themes of Chinese and Japanese
medieval literature, focusing on literature of the
Song, Yuan, and Ming dynasties and the
Kamakura, Muromachi and Edo eras (~1100-
1800CE). The course will look at the three
dominant genres of poetic anthology, personal
narrative and staged drama, with particular
attention paid to the conflicts between elegance
and earthiness, worldliness and reclusiveness,
and the changing perspectives towards gender
and personal identity. Prerequisite: LIT 140, or
sophomore standing.

LIT 213 Modern Asian Literature 3 units
Students taking this course will read and discuss
texts from various Asian countries but will focus
primarily on works from China and Japan. The
literature dealt with in class will be drawn from
various periods, nations, and genres in the 19th
and 20th centuries. Prerequisite: LIT 140, or
sophomore standing.

LIT 214 Literature of the Pacific
Basin 3 units
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.
Prerequisite: LIT 140, or sophomore standing.

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

LIT 225 The Art of the Essay 3 units
We distinguish the essay for its exceptional capacity to convey the movement of experience. What is the source of his power? What is the art of the essay? To begin answering this question, we will place the essay side-by-side with what it opposes -- the treatise. This clash between the pathos of self reflection and the rigidity of the method emerges with full clarity in Descartes, whose writings will serve as our starting point. We will then see how similar conflicts take place in the works by the Stoics, Montaigne, Rousseau, Nietzsche, Chesterton, Rilke, Borges, Susan Sontag, Orwell and Joseph Brodsky. We will also look at the essayistic practice in cinema (Orson Welles, Guy Debord) and photography (Lee Friedlander, Walker Evans)

LIT 230 Thinking Through Nature 3 units
From Heraclitus on, the concept of nature has proven to be unique in its ability to expand imagination, stimulate thought, and articulate disagreement. This class will place major texts in the traditions of natural philosophy, pastoral, and cultural critique alongside contemporary interventions, including arguments for the ecology without nature. Our goal is to rethink nature in response to the technological mastery of all life made possible by the advancement of science. The texts to be studied include Aristotle, Pliny the Elder, Lucretius, Virgil, Rousseau, Diderot, Thoreau, Darwin, Dennett and Will Self. Prerequisite: LIT 140, or sophomore standing. Same as ENVS 230.

LIT 301 Introduction to Classical Literature 3 units
This course introduces students to the classical literature of Greece and Rome, primarily poetry and drama, from the 5th century B.C.E. 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: LIT 140, junior standing or Instructor Consent.

LIT 302 Shakespeare 3 units
Shakespeare is the greatest dramatist of all times. Most recently the sixteenth-century bard has been a great scriptwriter for Kenneth Branagh and Hollywood. This course focuses on a close reading of selected tragedies and comedies. Attention will be paid to the specificity of the English language of the period in order to facilitate reading. Due attention will also be paid to action, character as well as to the heft and swing of the meter and rhyme. The goal of the course is to help students understand the reasons for Shakespeare’s unparallel success by locating the remarkable achievement of his literary career in the context of the theatrical, literary, social, and political world in which he worked. Prerequisite: LIT 140 or junior standing.

LIT 305 Studies in Contemporary Literature 3 units
This course examines recent trends in literature and/or criticism across cultures from a comparative point of view. The primary emphasis is on examining the way in which both literary texts and critical methods respond to changing points of view about the individual, culture, and history. The works examined in this class changes from year to year, but normally includes major works of drama and fiction. Prerequisite: LIT 140, or junior standing. Instructor Consent Required.

LIT 317 Murasaki Shikibu 3 units
This course will examine the life, work and influence of Murasaki Shikibu, author of the Tale of Genji (c. 1005-10015 CE), taking into consideration the intellectual and aesthetic heritage of the Heian era as a whole. Students will also investigate the arts and culture of her age, her concept of Yamato-damashii, or “essential Japan-ness,” and her vision of the role of the author within the “floating world” of human actions. Prerequisite: Instructor consent.

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

LIT 321 Literature of Dissent 3 units
This class examines the evolution and disintegration of literary dissent in the twentieth-century Europe. We begin by surveying the three forces responsible for the emergence of dissent: the ideology of communism; totalitarianism as the governmental form; and socialist realism as the literary canon. The
conceptual backbone of the class is the contrast between individual acts of dissent and the dissident movement. While the individual acts of dissent proceed from rejection or disagreement with the regime, the dissident movement was born out of seduction and subsequent disillusionment in the very idea of the communist state. In the final segment of the class, the students will inquire into the legacy of dissident thought through class presentation and discussion. Readings include texts by H. Arendt, K. Marx, F. Furet, C. Lefort, M. Bulgakov, A. Platonov, Abram Tertz-A. Syniavsky, Solzhenitsyn, Milosz, Havel and others. We will also study films by Alexander Medvedkin, Chris Marker, and Sergei Eisenstein.

LIT 341 The European Novel 3 units
This course examines the European novel either in terms of its historical development, its form and cultural function in a specific period, or its embodiment in the works of one or more authors. The focus of the course varies from year to year. Prerequisite: LIT 140, or sophomore standing.

LIT 342 French Colonialism and Insubordination 3 units
The purpose of this course is to explore through literary, historical, and political documents the unique way in which French intellectuals were affected by, reacted to, and in some instances voiced their outrage about colonialism and to examine the role some French intellectuals played in the resolution of these conflicts.

LIT 480 Critical Theory 3 units
This course begins with a brief survey of the history of the main theories of reading as they emerged in the West with Plato and Aristotle. The goal of the course is to help students understand and familiarize themselves with a body of texts written about the role and function of literature within the disciplines. The course includes an examination of the relationship between primary and critical texts in light of movements that took shape in the twentieth century such as Formalism, Structuralism, Post-Structuralism, and Cultural Studies. The aim of the course is to equip students with the necessary tools to become sophisticated and demanding readers and to sharpen their critical judgment whether or not they intend to pursue graduate studies in the Humanities. Prerequisite: LIT 140/LIT 155 and Instructor Consent.

LIT 290 Topics in Literature 1-4 units
LIT 390, 490 Advanced Topics in Literature 1-4 units
LIT 298, 398, 498 Special Study 1-4 units
LIT 299, 399, 499 Independent Study 1-4 units

Music History
MUSICHST 150 Introduction to World Music 3 units
This course is a survey of traditional music from around the world. It is designed to help students develop their skills in listening to, and describing music, and through this engagement, to deepen students’ appreciation of both the universal human activity of music-making and some of the specific cultures and peoples involved in it and their histories. The course is open to all students regardless of level of previous musical training.

MUSICHST 215 Musical Environmentalism: Studies in Interconnection 3 units
This course will examine embedded views of the relationship between humans and their environments in the context and function of music in different times and cultures. Music is commonly both a means of the most profound communication between humans and nature, and an embodiment of cultural understanding and expression of this relationship, of humans’ place in nature. Readings will include examination of music cultures, the expressed views and philosophies of the people in those music cultures, and studies of the ecological systems and ecological impacts of human actions where those people live. Same as: ENVST 215.

MUSICHST 250 Music in Latin America 3 units
This course explores traditional and popular musical practices in Spanish-speaking Latin America. Focusing on the rich mixture of African, European, and indigenous cultures that characterize this region, the class will examine technical aspects of music itself, cultural contexts
of musical creation and performance, and the historical development of particular musical styles. Case studies, explored through listening and reading, will highlight various local and national musical traditions and their presence in transnational migrant communities and emerging world music markets.

**MUSICHST 251 Music in East and Southeast Asia**  3 units
This course examines classical, folk, and popular music of East and Southeast Asia, with an emphasis on both technical aspects of music as well as its cultural and historical context. Topics may include court music and theater traditions, music and nationalism, folk music revitalization movements, music and politics, and the development of contemporary popular music styles. Individual case studies will be explored through extensive listening and the reading of musical ethnographies.

**MUSICHST 260 Classical Music of the West: Middle Ages to the 20th Century**  3 units
This course, open to students regardless of previous background in music, examines the history and development of what is often called “classical music,” the art music of Europe up to the 20th century. Students will focus on developing listening skills and thinking critically about musical compositions and styles, while learning about the social and cultural contexts in which the music was created.

**MUSICHST 360 Music, Mind and Brain**  3 units
This course will explore the relationship between the universal human activity of music-making and biological and psychological aspects of our mental processes. Readings will be drawn from a range of disciplines, to include the physics of sound and hearing, the neurobiology of perception, the cognitive psychology of memory, temporal processing, emotion, entrainment, and expectation, the social psychology of functions such as communication, empathy and intercultural understanding, and related philosophical questions. These theoretical foundations will be applied to listening and music-making activities, but no prior experience is required. The primary goals are 1) to develop an enriched understanding of and appreciation for the function of music in human life, and 2) to develop an enriched understanding of and appreciation for the complexities of the human mind, through the lens of our musical activities.  
Instructor consent required.

**MUSICHST 290 Topics in Music History**  1-4 units
**MUSICHST 390, 490 Advanced Topics in Music History**  1-4 units
**MUSICHST 298, 398, 498 Special Study**  1-4 units
**MUSICHST 299, 399, 499 Independent Study**  1-4 units

**Philosophy**

**PHIL 100 Introduction to Philosophy**  3 units
This course will introduce the student to the main themes of Western philosophy and the various approaches within philosophy. It will acquaint the students with the major thinkers of the philosophical tradition by analyzing and discussing challenging texts of the history of philosophy.

**PHIL 170 Environmental Ethics**  3 units
This course considers the role ethics and philosophy play in how wo/man relates to her and his human and natural environment. The central themes of the course are the relationship between human centered and nature centered views of the universe and wo/man’s responsibility for the care of the universe. Philosophies considered include but are not limited to Anthropocentrism, Confucianism, Taoism, Aristotelianism, Humanism, Transcendentalism, American Indian, EcoFeminism and Deep Ecology.  
Same as: ENVST 170.

**PHIL 240 Ethical Foundations and Issues: East and West**  3 units
This course examines major philosophical approaches to ethics. The course includes Platonic, Aristotelian, Stoic, Confucian, Taoist and Existentialist approaches, among others. Issues that pose ethical dilemmas are examined. The purpose of the course is to teach the skills of critical reflection especially as they apply to understanding the foundations of ethics.
PHIL 311 Philosophy and Literature 3 units
This course examines philosophical viewpoints as manifested within selected literary texts. The relationship between the literary form of the text and the philosophical content, as well as the relationship between philosophy and literature, will be explored and conceptualized. Prerequisite: any previous philosophy course.

PHIL 350 Eastern and Western Philosophy: Questions of Knowledge and Reality 3 units
This course examines ways in which Eastern and Western philosophies have analyzed how we can know the world and what is the nature of reality. Topics include the difference between knowledge and opinion, perception, the limits of reason, and the limits of language. Texts will be drawn from classical Western and Eastern traditions. An important goal of the course is to bring the student to the awareness of what constitutes a philosophical question. The emphasis of the course is the development of the student's philosophical thinking.

PHIL 460 Corporate Responsibility 3 units
The essential intention is to raise SUA students' awareness of the importance of the roles epistemology and corporate ethics play in preventing disasters for which corporations are responsible and their consequent cost to human lives and to destruction to the environment.

PHIL 290 Topics in Philosophy 1-4 units

PHIL 390, 490 Advanced Topics in Philosophy 1-4 units

PHIL 298, 398, 498 Special Study 1-4 units

PHIL 299, 399, 499 Independent Study 1-4 units

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

REL 290 Topics in Religion 1-4 units

REL 390, 490 Advanced Topics in Religion 1-4 units

REL 298, 398, 498 Special Study 1-4 units

REL 299, 399, 499 Independent Study 1-4 units
INTERNATIONAL STUDIES

INTERNATIONAL STUDIES CONCENTRATION

OVERVIEW
The International Studies concentration is designed to provide students with a firm understanding of the global arena, with special reference to Asia and Latin America. Students learn to integrate complex and diverse historical experiences with the study of national, regional, and global issues and are expected to gain a firm knowledge of the working of the global system through courses spanning a range of disciplines. Drawing upon a broad multidisciplinary curriculum, International Studies places particular emphasis on the acquisition of analytical skills in areas such as international relations, security and conflict resolution, human rights, transnational migration, indigenous and national minorities, media and communications, economic development and international trade, and the role of international and regional organizations.

The philosophy behind the international studies concentration is the belief that understanding changes in the international arena demands a variety of disciplinary lenses. A combination of anthropology, economics, history, politics and international relations provides students with the tools for comprehending multi-faceted global issues. The concentration encourages students to gain expertise in at least one geographic area and to deepen his or her grasp of how international policy is made. Courses on international institutions, history, anthropology, and trade and finance prepare students to analyze the world around them, while competency in a foreign language deepens their cultural understanding. To accomplish these goals, the International Studies curriculum requires students to select a minimum of five courses from the various fields of the concentration, three of which must be at the 300 or 400 levels. By examining the effects of globalization, international and domestic conflicts, legacies of the past, ecological issues, resource distribution, social and political organization, and human rights, students are better prepared to meet the challenges of global citizenship in the twenty-first century. International Studies graduates may pursue careers in government, economics, public service, diplomacy, and international business, as well as academic careers with an international focus.

The learning outcomes for the International Studies concentration enable students to:

1. Utilize a multidisciplinary framework to identify and explain the processes by which individuals, societies and regions are interconnected
2. Formulate questions and apply appropriate analytic tools to critically investigate regional and global issues
3. Effectively communicate their understanding of critical regional and global issues
4. Generate a theoretically and historically informed analysis of social phenomena within a national, regional, or international context
5. Demonstrate and articulate an understanding of the cross-cultural representation and interpretation of societies
6. Apply their knowledge and skills to formulate practical and ethical responses to regional and global issues

CAPSTONE EXPERIENCE

CAPSTONE 390 1 unit
This is a 1 unit P/NP course in which students select and work with a faculty mentor to complete a proposal for the capstone research project.

CAPSTONE 400 Capstone I 4 units
All SUA students will participate in a capstone project during their senior year. This project, involving the presentation of a substantial research paper, will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor to propose, develop and carry out a project. Students will meet regularly throughout their project with faculty for support and feedback. Prerequisite: Senior Standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.

CAPSTONE 450 Capstone II 4 units
Continues Capstone I. Prerequisite: CAPSTONE 390. CAPSTONE 400. Instructor Consent Required. This course cannot be taken on a P/NP basis.
COURSE DESCRIPTIONS

Regional Studies

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

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

INTS 150 Introduction to Southeast Asian Studies 3 units
This course explores the geography, history, culture, society, government and economies of Southeast Asia. Focusing on the historical background of Southeast Asian societies, the course examines the ethnic and religious composition of the region, colonialism, nation-building and economic development, efforts at regional cooperation such as ASEAN, and some of the major choices and controversies that Southeast Asians face today.

INTS 210 US-Latin American Relations 3 units
This course begins when the Spanish colonies were much richer and more powerful than the British or Portuguese. Considering American ascendency after independence, students will explore the reasons for uneven hemispheric development in institutions, governance, and patterns of colonialism. Students will look closely at the nineteenth and twentieth centuries, when the US often pursued its interests at the expense of its southern neighbors. Case studies of overt and covert operations include Mexico (1848), Nicaragua (1856), Cuba (1898), Guatemala (1956), Chile (1973), and Panama (1989). Despite the fact that the United States has also supplied billions of dollars in humanitarian aid to the region and remains its largest trading partner and important ally, Latin Americans retain a highly ambivalent attitude toward its northern neighbor. Many are attracted to American popular culture and goods, but are deeply distrustful of American political intent and economic power. Students who have completed Introduction to International Relations are encouraged to enroll.

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

INTS 240 Peace and Conflict in the Middle East 3 units
This course briefly reviews the complex history, politics, economics, and international relations of West Asia, aka the Middle East. The term “Middle East” was probably first coined by Captain Alfred Thayer Mahan in his 1890 book, The Influence of Sea Power upon History, 1660-1783. Because of its strategic significance, the term has found currency. But it is alien to the heterogeneous peoples and cultures of the region. The region's unique historical circumstances (ecological, religious, and oil) have given it the appearance of a culture-area.

INTS 303 Brazil and Mexico in Global Context 3 units
This class begins with a question: What do the two largest and, arguably, most powerful nations in Latin America have in common? Brazil and Mexico are postcolonial societies of fallen Iberian empires. They are also regionally
INTERNATIONAL STUDIES

commanding, extremely diverse, devoutly Catholic, socially unequal and traditionally exploitative of their poor and weak (especially the indigenous peoples of Mexico or descendants of African slaves of Brazil). These countries also attract thousands of foreign visitors who marvel at their natural beauty and celebrate their rich multicultural traditions. Through history, politics, culture and current events, this class will compare and contrast these two diverse nations. Text, film, music and images will be used in a classroom environment that stresses multiple pedagogical styles. This class may be of special interest to students who wish to study abroad in Latin America. Prerequisite: INTS 130 or INTS 210 or Instructor Consent.

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

INTS 321 Economic Development in Pacific Asia 3 units
This course investigates the economic performance and development of the economies of Pacific Asia, covering Japan, Asian NEIs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class students will gain factual knowledge about the economic characteristics of and policies on these economies’ structural change, economic growth, and development; and the economic relationship among these economies and between this region and the world economy in the era of globalization. The emphasis is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy’s development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed. Prerequisite: ECON 100. Same as: ECON 321.

INTS 325 Inequalities, Repression, and Resistance in Central America 3 units
Central America is often known as a region of rich cultural heritage but also a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by over 30 years of civil war and economic upheaval. Prerequisite: INTS 130 or ANTH 100. Same as: ANTH 325.

INTS 326 Women in East Asia 3 units
This course introduces historical complexities and issues, and various constraints that have shaped the lives and struggles of East Asian women from the “pre-modern period” to the present, in their dealings with the questions of their own culture and, later, modernity. Literary works and films will be widely used. Prerequisite: Instructor Consent.

INTS 335 Indigenous Peoples of Latin America 3 units
This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It attempts to understand how indigenous communities and identities have been formed from the conquest through today through such processes as colonialism, integration into the global economy, racism and racial hierarchies, civil war, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to those processes through retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples, not as social isolates, but rather as the products of complex processes through which communities, identities and inequalities are produced. Prerequisite: ANTH 100 or SOC 100 or INTS 130. Same as: ANTH 320.
INTS 345 Media and Society in the Asia Pacific 3 units
This course is designed to provide an understanding of key contemporary social and cultural issues as expressed in popular culture (mainly film, but also including television and the print media) in the Asia Pacific Region. We will also consider representations of Asia and Asians in mainstream and independent films. The course explores different approaches to questions such as: what do we mean by media power and media effects? How do we make sense of and understand the connotations inherent in the ways current events and history are presented? In what sense are cultures shaped by unconscious desires, fantasies and identifications? What is the relationship between media representations of gender, ethnicity, and identity and reality? Prerequisite: PACBASIN 100 or Instructor Consent.

INTS 380 People, Culture and Globalization in Oceania 3 units
This course engages students in an examination of how indigenous peoples of Oceania have been deeply engaged in global cultural, political, and economic processes since the time of their earliest encounters with representatives of the West. This course incorporates classic and contemporary studies from Anthropology and Pacific History together with the voices and views from islander writers and artists. Social Science perspectives are helpful for understanding natural and cultural environments, cultural history and change, language issues, and current socioeconomic and educational issues facing the Islands today. Writers and artists can show the world what it means to be an islander, how islanders view themselves, and how they view other places and times. By combining these two points of view, the class will examine the tensions between cultural traditions and globalization and how we, as outsiders and as islanders, come to know and empathize with the peoples of Oceania. Prerequisite: ANTH 100 or SOC 100 or ANTH 150. Same as: ANTH 330.

INTS 381 Political Islam 3 units
The course provides a multidisciplinary glimpse into the various ways that Islam manifests itself politically around the world. Part One looks to the faith - the scripture and organization of Islam. Part Two looks to the rise of Islamic politics in the post-colonial world. Then, the course will shift to discuss five manifestations which speak to the Janus-faced, conservative and progressive nature of Political Islam: violence, simmering wars, Sharia Law, social justice, and human rights. The course concludes by considering democracy in the ongoing evolution of Political Islam. The primary objective of this course is to help students understand the fragmented, even contradictory nature of Political Islam. Even terms such as jihad or sharia contain diverse messages, from demanding violence or promoting education. Students are expected to overcome images of Islam as monolithic, and instead to look to Islam as a living religion, one struggling with the same social issues facing all other world faiths. Prerequisite: Sophomore Standing or Instructor Consent.

INTS 404 Violence and Oppression in Latin America 3 units
In order to understand what peace is, we need to know what it is not. This class examines the "dark side" of life, but with the ultimate goal of better understanding — and thereby furthering — peace. Students begin with a series of topical themes that are closely connected to case studies in the history and contemporary societies of Latin America. These are detailed models to gauge theory: the conquest, persisting poverty, economic inequality, slavery and peonage, racism, war, imperialism, forced migration, and drug violence. How do governments, international systems of relations, non-governmental organizations, and formal or informal institutions strengthen or weaken social and economic justice? Students will seek answers to this question in theories that probe the deep structures of violence and oppression. The class ends on a hopeful note: in many ways, peace and prosperity prevail in Latin America as never before. Prerequisite: INTS 130 or INTS 210 or Instructor Consent.

INTS 405 War and Memory in the Asia Pacific 3 units
This course sets out to analyze the historiography of the Pacific War with particular reference to problems of memory, interpretation, authentication, and politicization of history. During the course of the semester students are introduced to a wide range of
primary and secondary materials drawn from both national and sub-national sources. These are supplemented by cinematic representations of the Pacific War that have become an important channel for the preservation of historical memories.

INTS 406 Human Rights and Civil Society in East Asia  3 units
This course approaches the study of human rights regimes in contemporary East Asia from a comparative perspective and within a global framework. Among the topics covered will be: (1) the relationship between state and international organizations in shaping human rights regimes; (2) the activities of sub-national agencies and citizen-based advocacy groups; and (3) case studies in human rights as reflected in, for example, the emergence of social welfare provision, and the rights of patients, indigenous and national minorities. Prerequisite: INTS 205 or Instructor Consent.

INTS 450 Armed Conflict in Southeast Asia  3 units
This course provides a multidisciplinary glimpse into a great range of violent wars — past and present — in one of the world’s most diverse and exciting regions. It is divided into three parts: historical conflicts, post-independence conflicts, and sources of peace. The course will emphasize how different forms of conflict have distinct causes and how different forms of conflict resolution must be tailored to fit each war. Students will consider how cultural factors condition conflict as well as conflict resolution, how the state provides and undermines security, how civilians experience different wars, and the possibilities and limitations of peace negotiations. Prerequisite: Sophomore Standing or INTS 150 or Instructor Consent.

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

INTS 262 China's Economic Development & Economic Reform  3 units
A survey of China's economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. Also addresses China's role in regional economic growth, and its economic relationship with the world economy. Same as: ECON 262.

INTS 330 Modern China in Literature and Film  3 units
This course examines historical issues and problems of family, women and revolution in modern Chinese history through their representations in literature and films, both Chinese and foreign, with the emphasis on the analysis of the Chinese revolution through family and women narratives. The course considers literature and film in their relation to historical circumstances. Film and literature have been selected to cover a multiplicity and complexity of class, ethnic, gender, generational, and regional perspectives. Prerequisite: 100-level INTS course or Sophomore Standing. Same as: HIST 330.

INTS 333 China since 1949: The People’s Republic  3 units
This course is intended as an advanced survey of the People’s Republic of China from its beginnings in 1949 to the present. The survey will cover internal developments in Chinese socialism and its global context as well as developments in Chinese society and culture since 1949. Prerequisite: Sophomore Standing. Same as HIST 335.

INTS 342 Asian America in Comparative Perspective  3 units
This is a multidisciplinary course designed to generate a critical and comparative understanding of both the history and contemporary state of Asian America. Particular emphasis is placed upon issues of globalization, labor and refugee migrations, racial discrimination and nativism in U.S. society, and Asian American challenges to structural forms of exclusion.

INTS 370 Politics of China  3 units
This course provides an introduction to the key institutions and relationships that make up the modern Chinese political system. It examines a range of current Chinese domestic governance issues: the political impact of the economic
reforms, state-society relations, the legitimacy of the Communist Party, ethnic and religious resistance, rural and urban political participation and protest, and rising nationalism.

INTS 371 The Emergence of Modern Japan 3 units
This course is a survey of modern Japan from the mid-19th century to the present, with emphasis on historical issues that have led to diverse understandings and interpretations. The course focuses on the development of modern ideology, social relationships, and economic and political institutions in a global context. The course takes the development of Japanese capitalism in the global economic system as the central event of modern Japanese history and of Japan’s changing place in the world during the 20th century. Same as: HIST 371.

INTS 401 Senior Seminar in Asian Studies 3 units
The purpose of this course is to acquaint students with the Capstone process, to establish a topic in Asian Studies for the Capstone, to articulate the Capstone topic for non-specialists, and to sharpen the focus of the topic by narrowing the topic and introducing related issues and appropriate research methodology. This course will serve as a foundation for Capstone I and II. Prerequisite: Senior Standing.

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

INTS 111 Introduction to International Relations 3 units
This course introduces students to the core concepts, processes and issues of international relations. The goal of this course is to help students develop the intellectual tools to understand the complex international system in which we live. The first segment of this course introduces students to key concepts and theories used in the study of international relations allowing students to better understand the causes of international conflict and challenges to international cooperation. The rest of the term is spent applying these concepts in the context of substantive areas such as security, economics, the environment and human rights.

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

INTS 205 Introduction to Human Rights 3 units
The purpose of this course is to introduce students to the major themes and concepts of international human rights. Ideas supportive of contemporary international human rights norms can be found in a number of religious and philosophical traditions. This course exposes students to those traditions as well as to the development of movements that aspire to enshrine a growing list of rights into legal, social and political institutions and practices.
INTERNATIONAL STUDIES

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

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

INTS 283 The Third World and the West 3 units
This course examines the emergence of the Third World in modern history, the response to and reformation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relations, beginning sometime around 1450 to the present, in which Euro-Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous historical problems that still remain in this increasingly globalizing and interactive world. Same as: HIST 234.

INTS 304 The United Nations and World Politics 3 units
This course offers students the opportunity to study the work and processes of the United Nations System. The goal of this course is to build on previous knowledge in pursuing a more advanced understanding of what, how and why the United Nations System does what it does. Special focus is given to the work of the United Nations in the areas of: International Peace and Security, Human Rights and Humanitarian Affairs, and Development. Prerequisite: INTS 111 or INTS 114. Same as: POLSCI 350.

INTS 305 Democracy and Democratization 3 units
What is democracy? Who benefits from it? Is democracy better suited to some peoples than others? What causes democracy--does it come from within a country or from international factors? (Why) is democracy desirable? This course addresses these and other questions in a comparative context, looking at established democracies, emerging democracy, and recalcitrant authoritarian regimes from around the world. Students are expected to leave the course with a critical, nuanced view of democracy, an appreciation of various electoral systems, and in-depth knowledge of both a democratic and non-democratic country of their choice. Same as: POLSCI 305.

INTS 310 Peace and Conflict Resolution 3 units
This course provides an overview of the major issues in international and intra-state conflict resolution, transformation and peace building. Using case studies and simulations, students will examine the causes of violent conflict, the conditions for peace and the ways in which negotiation, mediation and peace building strategies can facilitate the transformation from violent political conflict to sustainable peace. Prerequisite: INTS 111 or INTS 114.

INTS 316 Ideas of East and West 3 units
Many scholars have argued that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from “Europe” (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and West, as
ideas, in significant scholarly and literary works, and films, both Euro-American and Asian. The course examines each work in its relationship to its historical circumstances in order to convey a sense of changes historically in such constructions and representations. Prerequisite: Any 100-level International Studies or History course, or Sophomore Standing. Same as: HIST 315.

INTS 322 International Law 3 units
This course introduces students to the study of public international law. Through the examination of historic and contemporary developments in international law, students will better understand how international law shapes the contemporary world as well as its role in managing and resolving international conflict. Students will use case studies to explore a number of substantive fields including: the use of force, the environment, human rights, economics, and international conflict and conflict resolution. Students will develop a basic understanding of how international law is created, the role legal norms play in the governance of the contemporary international system. Special attention will be given to recent innovations in international law including the creation of international war crimes tribunals and the International Criminal Court. Prerequisite: INTS 111 or INTS 114.

INTS 348 Gender and Sexuality in Cross-Cultural Perspective 3 units
This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies. Prerequisite: ANTH 100 or SOC 100. Same as: ANTH 348.

INTS 360 American Trade Politics 3 units
The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of the state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of the international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America’s national trade interest; under what conditions do they define it; and where does their power come from? Same as: POLSCI 360.

INTS 361 Economic Development 3 units
This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in developing economies and explores possible means to overcome the obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. Prerequisite: ECON 100. Same as: ECON 330.

INTS 362 International Economics 3 units
This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finance. It illustrates the philosophical foundations and historical context
INTERNATIONAL STUDIES

of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade versus protectionism, and international resources movement. Prerequisite: ECON 100. Same as: ECON 340.

INTS 365 State - Society Relations in Comparative Context 3 units
What is the state? How is the state organized? From where does it gain the right to rule? How do different countries select leaders, where is power located, who rules, and who is excluded? INTS 365, State-Society Relations in Comparative Context, provides students with a conceptual understanding of the state and its composition in diverse global contexts. Special attention will be paid to various electoral systems and decentralization. Students will also learn how the state interacts with societal forces, namely in terms of co-optation or repression, as well as how society can at times resist the state. Same as: POLSCI 365.

INTS 385 Race and Ethnicity 3 units
This course examines anthropological and sociological perspectives on race and ethnicity. Drawing on studies from many different parts of the world, the course explores the nature of ethnic identity, the cultural construction and social meaning of race, the dynamics of race relations and ethnic stratification, and current theories of ethnic conflict and minority rights. The aim of this course is to develop the theoretical tools for comparing the politics of identity and cultural and racial difference cross-culturally and to be able to think critically about our own common sense understandings of race and ethnic relations. Prerequisite: ANTH 100 or SOC 100. Same as: ANSO 390.

INTS 410 Plagues and Peoples 3 units
Countless societies have collapsed or been overthrown because of the effects of invisible microbes. It is often during times of plague, in fact, that we find the most pivotal points within history for example, germs played a consequential role in the European conquest in the New World, African slavery in the Americas, Europe’s historical disunity (via Napoleon’s defeat in 1812), the territorial expansion of the United States and the shifting balance of Asian powers before the Second World War. Students will look to the past and the future to explore the intersection of epidemiology, international relations and policy. Infectious disease will continue to profoundly affect our world, what can we do to prepare? Prerequisite: Sophomore Standing.

INTS 489 Culture and Imperialism 3 units
The United States of America originated as colonies within the British Empire, and the early founders of the republic openly celebrated the expected emergence of an American empire after the American Revolution. In what ways can the history of the United States be understood through this lens of emerging empire? Might that lens obscure as much as it reveals? What is imperialism how is it different from colonialism, and what relationship to American cultural development has it had? To explore answers to these and other questions, students will focus on the US experience of empire and compare it to the history of imperialism and colonialism in India, Africa, and elsewhere. Students will read classic and contemporary works in Colonial Studies, Postcolonial Studies, and American Cultural History in preparation for group discussions, seminar papers, and independent research. Same as: HIST 489.

INTS 290 Topics in International Studies 1-4 units
Selected topics in various special areas within international studies, which may vary from semester to semester or within semesters.
INTS 390 Advanced Topics in International Studies 1-4 units
Selected topics in various special areas within international studies, which may vary from semester to semester or within semesters. Prerequisite: Instructor Consent.

INTS 490 Advanced Topics in International Studies 1-4 units
Selected topics in various special areas within international studies, which may vary from semester to semester or within semesters. Prerequisite: Instructor Consent.

INTS 298, 398, 498 Special Study 1-4 units
Prerequisite: Instructor Consent.

INTS 299 Independent Study 1-4 units
Prerequisite: Instructor Consent

INTS 399, 499 Independent Study 1-4 units
Prerequisite: Instructor Consent.
SOCIAL AND BEHAVIORAL SCIENCES

SOCIAL AND BEHAVIORAL SCIENCES CONCENTRATION

OVERVIEW
SUU’s concentration in social and behavioral sciences strives to understand human lives, behaviors, and institutions in their social, historical, and cultural environments. The concentration embraces an interdisciplinary approach to examining the human condition, incorporating perspectives from anthropology, economics, political science, psychology, and sociology. Our courses provide students with theoretical and methodological tools to examine and address social issues and concerns from multiple comparative perspectives. Overall, our goal is to empower students to become actively engaged and knowledgeable participants in their local and global communities.

Students who select the social and behavioral sciences concentration must take five courses in the area, three of which must be upper-division courses (i.e., 300-level or above). One of the following research methods courses must also be taken as a part of their five concentration course requirements: ECON 350, PSYCH 310, or SBS 310. In addition, they are strongly encouraged to use Learning Clusters to deepen their knowledge of social and behavioral sciences. Students may opt to focus on one of the disciplines represented in the concentration or take a broader array of social and behavioral sciences courses.

Student learning outcomes for the Social and Behavioral Sciences concentration are:

1. Articulate an understanding of social scientists’ theories, concepts, and views.
2. Critically evaluate social scientists’ theories and perspectives.
3. Formulate insightful questions and apply social scientists’ theories and methods to investigate various aspects of the social world.
4. Communicate effectively, both orally and in writing, in a manner appropriate to the social sciences.
5. Share their work with others in a manner that reflects an active engagement in their local and global communities.

CAPSTONE EXPERIENCE
CAPSTONE 390 1 unit
This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

CAPSTONE 400 Capstone I 4 units
All SUU students participate in a capstone research project over the last block and semester of their senior year. This research project is intended to be a culminating experience, drawing upon the skills and expertise they have developed during their career at SUU. Each student works with a faculty mentor to propose, develop, and carry out a research project. Students meet regularly with their capstone mentor for support and feedback. Prerequisite: Senior standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.

CAPSTONE 450 Capstone II 4 units
Continuation of Capstone I. Prerequisite: CAPSTONE 390. CAPSTONE 400. Instructor Consent Required. Prerequisite: Senior standing. This course cannot be taken on a P/NP basis.

COURSE DESCRIPTIONS

Anthropology
ANTH 100 Introduction to Socio-Cultural Anthropology 3 units
This course is an introduction to the sub-discipline of socio-cultural anthropology, which is the study of contemporary human cultures and societies. The course introduces the basic terminology and theoretical perspectives anthropologists use to understand the ways that humans organize themselves and the cultural logic through which they think about the world and their social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, to help students understand the cultural logic of the beliefs and social practices of others and critically examine the cultural logics and assumptions of their own culture.

ANTH 150 Human Origins 3 units
This course introduces students to biological anthropology and anthropological archaeology—those portions of the discipline concerned with human prehistory and continuing human development. The course examines reconstructions of the human record based on fossil and artifact-based 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 examines the origins and development of world civilizations, and takes a critical look at theories that try to explain the development of social complexity. Same as: ENVST 150.
ANTH 315 Urban Anthropology 3 units
Cultural anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways in which social relations, history, politics, and cultural products, like the media, shape peoples’ everyday lives. This course examines ethnographic studies that document the strategies people use to cope with the demands posed by modern urban environments. It also examines some common social problems encountered in urban contexts, such as those involving the historical origins of urban settings, social class and inequality, urban youth subcultures, migration and economic globalization, and public health. Same as: ENVST 315.

ANTH 320 Indigenous Peoples of Latin America 3 units
This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It explores how indigenous communities and identities have been formed, from the conquest and through today, examining a range of processes and events, such as colonialism, integration into the global economy, racism and racial hierarchies, civil wars, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes and events, looking specifically at topics such as retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples as products of complex processes through which communities, identities and inequalities are produced, not as social isolates. Prerequisite: ANTH 100 or SOC 100 or INTS 130. Same as: INTS 335.

ANTH 325 Inequality, Repression, and Resistance in Central America 3 units
Central America is often known as a region of rich cultural heritage but also carries a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally, we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by more than 30 years of civil war and economic upheaval. Prerequisite: INTS 130 or ANTH 100. Same as: INTS 325.

ANTH 330 People, Culture, and Globalization in Oceania 3 units
This course engages students in an examination of how indigenous peoples of Oceania have been deeply engaged in global, cultural, political, and economic processes since the time of their earliest encounters with representatives of the West. This class incorporates classic and contemporary studies from anthropology and Pacific history, together with the voices and views of islander writers and artists. Social science perspectives are helpful for understanding natural and cultural environments, cultural history and change, language issues, and current socioeconomic and educational issues the Islands face today. Writers and artists can show how islanders are actively shaping their views of themselves and the larger political-economic processes in which they participate. By combining these two points of view, the class will examine the tensions between cultural traditions and globalization and how we, as outsiders and as islanders, come to know and empathize with the peoples of Oceania. Prerequisite: ANTH 100 or SOC 100. Same as: INTS 380.

ANTH 348 Gender and Sexuality in Cross-Cultural Perspective 3 units
This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies. Prerequisite: ANTH 100 or SOC 100. Same as: INTS 348.

ANTH 380 Cultures of Learning 3 units
In this course we examine “education” by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown during recent decades,
learning can be found in classrooms, families, churches, and public places. Learning can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning, as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout the course, we will keep the long history of education reform in mind—including contemporary initiatives. The course is modeled as an intensive reading and writing seminar in which students will be expected to complete an original research paper testing or applying principles discussed in class. Same as: HIST 380.

ANTH 384 Indigenous North America 3 units
The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its first inhabitants. Descendants of these first inhabitants live in many parts of North America—including Orange County, California. This seminar explores the histories and cultures of select Native American peoples from Canada, Mexico, and the United States during selected eras, from before colonization and into the contemporary period. Through reading current and classic scholarship on Native Americans, along with writing a research essay on a topic of the students’ choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives. Same as: HIST 384.

ANTH 401 Poverty, Power, and Urban Life 3 units
This course engages students in a critical examination of contemporary urban experiences with a focus on peoples living in the margins of large, dense urban communities, both inside and outside of North America. The course will address questions surrounding how the articulation of global and local markets affects the expression of traditional and modern identities, how underground or informal economies shape the creation of urban street life, and how children and adults actively pursue meaningful family life in contexts of extreme poverty. Readings will focus on cities in the Pacific basin. Prerequisite: ANTH 100, ANTH 150/ENVST 150, SOC 100, or Junior standing.

ANTH 290 Topics in Anthropology 1-4 units
ANTH 390,490 Advanced Topics in Anthropology 1-4 units
ANTH 298, 398, 498 Special Study 1-4 units
ANTH 299, 399, 499 Independent Study 1-4 units

Economics
ECON 100 Principles of Economics 3 units
This course provides a survey of economics principles within both microeconomics and macroeconomics. It introduces students to the basic economic concepts that are fundamental to understanding economic observations in daily life, 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 will learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. Same as: INTS 100.

ECON 262 China’s Economic Development and Economic Reform 3 units
This course provides a survey of China’s economic development under the centrally planned socialist system since 1949, and the ongoing economic reform since 1978. China’s role in regional economic growth and its economic relationship with the world economy will also be addressed. Same as: INTS 262.

ECON 301 Microeconomics 3 units
This course examines the modern theories of the market system, demand and production, and the interactions between consumers and firms under various market conditions. Students learn how market forces determine prices, resource allocation, and income distribution. Students are also introduced to public policy evaluation and welfare economics. Prerequisite: ECON 100/INTS 100.

ECON 302 Macroeconomics 3 units
This course introduces the factors that determine national income, employment, unemployment, inflation, and economic growth. The course also examines the tools of monetary and fiscal policy available to policy makers and
the effects of policy on the economy. **Prerequisite: ECON 100/INTS 100.**

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

**ECON 320 Public Economics 3 units**
This course is an introduction to the design and implementation of public finance in high-income countries as well as in developing economies. Topics include the role and size of the public sector, rationale for public sector interventions (such as market failure and distributional concerns), issues of tax compliance and enforcement, tax reform, public expenditure policy (such as social protection programs), fiscal balance and deficit financing, fiscal decentralization and intergovernmental fiscal relations. Students will apply these theories in order to critically evaluate current policy issues in areas of education, health care, environment, and welfare reform. **Prerequisite: ECON 100/INTS 100.**

**ECON 321 Economic Development in Pacific Asia 3 units**
This course investigates the economic performance and development of the economies of Pacific Asia; covering Japan, Asian NICs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class, students will gain factual knowledge on the economic characteristics of and policies on these economies’ structural change, economic growth, and development; and the economic relationship among these economies as well as between this region and the world economy in the era of globalization. The emphasis of this course is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy’s development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed. **Prerequisite: ECON 100/INTS 100. Same as: INTS 321.**

**ECON 330 Economic Development 3 units**
This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in the context of developing economies and attempts to explore possible means to overcome 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/INTS 100. Same as: INTS 361.**

**ECON 340 International Economics 3 units**
This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finances. It illustrates the philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include: balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade vs. protectionism, and international resources movement. **Prerequisite: ECON 100/INTS 100. Same as: INTS 362.**

**ECON 350 Econometrics 3 units**
This course is intended to provide a basic knowledge of econometric theory relevant for carrying out empirical work in economics. The static linear regression model is the main focus of the course, although extensions to dynamic models and nonlinear regression models are also pursued. Estimation and testing methods discussed will include those based on least squares, weighted least squares, maximum likelihood, instrumental variables, and (generalized) method of moments. Problem sets will include computer exercises where students must use a statistical package. **Prerequisite: ECON 100/INTS 100.**
ECON 360 Environmental Economics 3 units
This upper division course combines theory and policy application in studying environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of economy-environment relations, causes and consequences of market failure affecting environmental services, design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and to present and discuss the pros and cons of various environmental policies. Prerequisite: ECON 100/INTS 100. Same as ENVST360.

ECON 290 Topics in Economics 1-4 units
ECON 390,490 Advanced Topics in Economics 1-4 units
ECON 298, 398, 498 Special Study 1-4 units
ECON 299, 399, 499 Independent Study 1-4 units

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

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

LINGUIS 210 English Syntax 3 units
This course will examine English syntax, focusing on phrase-structure grammar, transformational-generative grammar and its related minimalist program, and cognitive grammar. Students will explore the historical development of each approach to syntax and study the related methods of syntactic analysis. The course will build on syntactic topics covered in Linguistics 100, Introductions to Linguistics. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam. Prerequisite: Instructor consent.

LINGUIS 290 Topics in Linguistics 1-4 units
LINGUIS 390,490 Advanced Topics in Linguistics 1-4 units
LINGUIS 298, 398, 498 Special Study 1-4 units
LINGUIS 299, 399, 499 Independent Study 1-4 units

Political Science
POLISCI 110 Foundations of American Government and Politics 3 units
This course explores the organization and operation of national state power in the United States. It begins with a "textbook" account of American government and politics, focused on the formal institutional arrangements of the U.S. national state (viz., the constitution, separation of powers, federalism, congress, president, and Supreme Court) as well as the formal mechanisms through which the state is linked to American citizens (esp., public opinion, elections, political parties, and interest groups). Armed with this formalist view, we turn to an examination of the "real world" of American democracy. Here we engage in a close and careful reading of a handful of empirical studies on the actual workings of the U.S. political system with a focus on citizen-state relationships, the constitutional and institutional organization of the U.S. national state, and the relationship between this state and the nation's corporate capitalist economy.

POLISCI 150 American Political Thought 3 units
This course examines the foundations of American political thought through a close and careful reading of key texts written by the Founding Fathers (most significantly, the Federalist Papers); an analysis of the political thought of thinkers who most influenced the founders (including Aristotle, Machiavelli, Grotius, Hobbes, Locke, and Montesquieu); and an examination of classic commentaries on American political thought, especially Tocqueville's Democracy in America. The main theme throughout the course is the tension in American political thought between democracy
and liberty; how the Founders viewed this tension (and why); and how this tension was incorporated into the nation’s founding documents (the Declaration of Independence and the Constitution) as well as how it has been differentially reflected in key Supreme Court decisions ever since the famous Marbury v. Madison case in 1803.

POLISCI 305 Democracy and Democratization 3 units
What is democracy? Who benefits from it? Is democracy better suited to some peoples than to others? What causes democracy—does it come from within a country or is it caused by international factors? (Why) is democracy desirable? This course addresses these and other questions in a comparative context, looking at established democracies, emerging democracies, and recalcitrant authoritarian regimes from around the world. Students are expected to leave the course with a critical, nuanced view of democracy, an appreciation of various electoral systems, and in-depth knowledge of both a democratic and non-democratic country of their choice. Prerequisite: previous course in International Studies or Political Science, or instructor consent. Same as: INTS 305.

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

POLISCI 340 - American Ideologies: Power & Choice 3 units
If there is a central organizing concept in political science, it is power. One of the fundamental issues in the study of power is choice: who gets what, when, and why? This course examines the relationship between power and choice. It focuses on the wide variety of ways political analysts have conceptualized power and politics in the United States. Through a close and careful reading of a select number of representative texts, the course examines the theoretical underpinnings, ideological content, and political implications of eight major paradigms of American politics: liberalism, conservatism, Marxism, elite theory, pluralism, race, feminism, and neo-conservatism. Lectures will provide students with the necessary background to situate each paradigm within its proper historical, intellectual and analytical context.

POLISCI 350 The United Nations and World Politics 3 units
This course offers an opportunity to study the work and processes of the United Nations system. The goal of this course is to build on previous knowledge and thereby develop in students advanced understanding of what, how, and why the United Nations system functions the way it does. Special focus is given to the United Nations’ work in the areas of: international peace and security, human rights and humanitarian affairs, and development. Prerequisite: INTS 311 or INTS 314. Same as: INTS 304.

POLISCI 360 - American Trade Politics and Policy 3 units
The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America’s national trade interest; under what conditions do they define it; and where does their power come from? Same as: INTS 360.

POLISCI 365 State-Society Relations in Comparative Context 3 units
What is the state? How is the state organized? From where does it gain the right to rule? How do different countries select leaders, where is power located, who rules, and who is excluded? This course provides students with a conceptual understanding of the state and its composition in
diverse global contexts. Special attention will be paid to various electoral systems and
decentralization. Students will also learn how the state interacts with societal forces, namely in
terms of co-optation or repression, as well as how society can at times resist the state. Same
as: INTS 365.

POLISCI 380 - American State Formation:
From Colonies to Superpower  3 units
This course examines the path of development
of the American national state, from its roots
during the Colonial Period, when the thirteen
colonies existed on the periphery of the
European state system and world market
economy, through the emergence of the United
States as a global military and economic
superpower during the Post-World War II
period. Taking its analytical cue from Alex de
Tocqueville, the course places a consideration of
the constitutional organization of the American
national state and changes in the balance of
power between the President and Congress, and
the national government and state governments,
within the political framework: America’s two century
move from the periphery of the European-
centered international system to its current position of
supremacy within it.

POLISCI 290 Topics in Political
Science 1-4 units

POLISCI 390,490 Advanced Topics
in Political Science 1-4 units

POLISCI 298, 398, 498 Special
Study 1-4 units

POLISCI 299, 399, 499 Independent
Study 1-4 units

Psychology

PSYCH 100 Introduction to
Psychology 3 units
This course offers an overview of the principal
perspectives and content areas in psychology
and prepares students to take upper-level
psychology classes. Students explore different
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 may include
social and developmental processes,
neurobiology, personality, psychological
disorders, sensation and perception, learning and
memory, language, and applied areas.

PSYCH 310 Research Methods in
Psychology 3 units
This course is an overview of the fundamentals
of psychological research methods. The course
provides the tools for students to understand
both experimental and non-experimental
research designs and the accompanying
descriptive and inferential statistics used to
evaluate the data obtained from those designs
(which may include correlation, regression, t-
tests, and analysis of variance). Students will gain
experience in designing or conducting
experiments, analyzing data, interpreting results,
and writing research reports. Prerequisite: PSYCH
100.

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

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

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

**PSYCH 350 Lifespan Developmental Psychology** 3 units
This course is designed to provide an introduction to the specialization of developmental psychology. Principles of lifespan development will be discussed and applied to all stages of development, from conception to older adulthood. Special emphasis will be placed on biological, cognitive, and psychosocial domains of development. Throughout the course, the influence of contextual factors, such as culture and historical time, will be considered, as well as the utility of a multidisciplinary approach to the study of human development. Practical applications of course material to “real world” examples will also be emphasized. **Prerequisite:** PSYCH 100.

**PSYCH 370 Psychology of Education** 3 units
This course examines how the development of children's cognitive competence and academic achievement from early childhood to emerging adulthood interface with relevant social educational environments, such as the home, school, and culture/society. This course draws material from social psychology, human development, and educational research, as well as relevant topics from sociology and politics. Throughout the course, students will also discuss and debate enduring and current, sometimes controversial, issues in education in order to understand how the methods of psychology can be applied to better understand them. **Prerequisite:** PSYCH 100.

**PSYCH 430 Seminar on Human Motivation** 3 units
This seminar is designed to provide students with an in-depth understanding of both classic and contemporary psychological theories of human motivation and their applications in a variety of domains including education, sports, work, and psychological as well as physical health/well-being. In addition, students will be introduced to contemporary theories and their research findings from the newly emerging field of positive psychology and asked to examine their validity and reliability from a cross-cultural perspective. Finally, students will also be given an opportunity to conduct their own empirical research in the field. **Prerequisite:** PSYCH 310 or Instructor Consent.

**PSYCH 450 Parenting Research and Applications** 3 units
This seminar is designed to provide students with a greater understanding of socialization processes and to examine the purposeful nature of social relationships. Parenting issues will be explored across ethnicity, culture, and the lifespan (from conception to adulthood). Various theoretical perspectives will be introduced in understanding the role of others on children's achievement and the psychological adjustment. It is expected that students will develop knowledge and skills to apply to the “real world.” **Prerequisite:** PSYCH 310 or Instructor Consent.

**PSYCH 290 Topics in Psychology** 1-4 units
**PSYCH 390,490 Advanced Topics in Psychology** 1-4 units
**PSYCH 298, 398, 498 Special Study** 1-4 units
**PSYCH 299, 399, 499 Independent Study** 1-4 units

**Sociology**
**SOC 100 Introduction to Sociology** 3 units
This course provides a basic introduction to and overview of the field of sociology, including basic concepts, terms, major theories, perspectives, and approaches employed in the discipline. The course examines the major social institutions that are the subject of the field and the sociological approaches employed to understand these institutions and their functions.

**SOC 300 Introduction to Sociological Theory** 3 units
This course introduces students to major classical, contemporary, and post-modern sociological theories and theorists. Students obtain both a conceptual foundation and historical perspective of sociological theories. In addition, they become familiar with various themes associated with sociological theories. The application and linkage of theory with contemporary social issues and social science research is also a feature of this course. **Prerequisite:** ANTH 100 or SOC 100.

**SOC 305 Social Movements and Social Change** 3 units
This course provides students with a comprehensive overview of the state of social movements and social change in 20th Century.
SOCIAL AND BEHAVIORAL SCIENCES

Students become familiar with the history of the field, recent developments and its current status. Case studies of social movements and social change are analyzed cross-nationally. Students also examine empirical studies and theoretical frameworks associated with social movements and social change. Prerequisite: ANTH 100 or SOC 100.

SOC 310 Social Problems 3 units
This course introduces students to major social problems in America and other societies. Students learn to apply sociology concepts and theories and to analyze social problems. Emphasis is placed on problem solving, discussion, and debate.

SOC 320 Sociology of Education 3 units
This course provides an overview of schooling, its purpose, and function in historical and contemporary societies. It introduces theoretical and methodological perspectives for understanding the purpose, structure, and function of educational systems in various societies. Students examine, discuss, and debate multiple perspectives regarding the roles, purposes, and outcomes of schooling, and they conduct an in-depth study of a major issue regarding schooling in different societies. Prerequisite: SOC 100 or Instructor Consent.

SOC 330 Social Stratification and Inequality 3 units
This course examines the many facets of inequality and rankings that exist among various groups and organizations in different societies, as well as methods of assessing inequality. Students engage in cross-cultural comparisons to explore global stratification and inequality between countries and produce a project that entails a cross-cultural, comparative analysis. Prerequisite: ANTH 100 or SOC 100.

SOC 290 Topics in Sociology 1-4 units
SOC 390,490 Advanced Topics in Sociology 1-4 units
SOC 298, 398, 498 Special Study 1-4 units
SOC 299, 399, 499 Independent Study 1-4 units

Topics in Social and Behavioral Science
SBS 215 Introduction to Women's Studies 3 units
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, and how they interact with issues of race, ethnicity, and class. Same as: INTS 215.

SBS 310 Social Science Research Methods 3 units
This course offers an introduction to the major qualitative and quantitative research methods of inquiry and analysis in anthropology, sociology, and political science. Its content focuses on three areas: (1) research philosophies and methods; (2) approaches to formulating research designs; and (3) methods of data collection, such as participant observation, interviewing, case studies, and surveys. Emphasis is on enhancing students' skills in formulating hypotheses, researching the literature (or conducting a review of literature), and data collection and analysis. Students are expected to produce a research prospectus that can be used for their capstone project. Prerequisite: Sophomore standing and successful completion of at least one SBS course.

SBS 330 Environmental Justice 3 units
This seminar is designed to explore the dynamics and interplay of race, socioeconomic status and political and economic interest groups in impacting the differential access, use and outcomes of some groups and countries regarding natural resources and the natural environment. Specifically, the course will focus on how racial/ethnic, economic, cultural and country background impact individual and group access to a healthy and productive natural environment and supporting resources. We will explore alternatives for increasing environmental
justice and issues related to access and to increasing the quality of life for disadvantaged groups. Global environmental issues that highlight the questions of justice and injustice also will be examined. An important broad goal of the course will be to integrate social concern for the natural environment with increasing consciousness of race/ethnic, class, gender and country disparities in issues of environmental equity and justice. Prerequisite: Any SBS course. Same as ENVST 330.

SBS 360 Leadership Theory and Practice: Cross-Cultural and Interdisciplinary Perspective 3 units
This course introduces students to traditional and contemporary principles, theories, models and research on leadership across cultures and sub-cultures within various societies. It will examine leadership from an interdisciplinary perspective, thereby drawing upon theories and research in psychology, political science, anthropology and women studies. The course will also examine leadership in practice through the exploration of a variety of leaders, leadership styles and challenges for diverse gender and racial/ethnic groups in various societies. Students will also learn about and have a basis for reflecting on and assessing their leadership skills, styles and what it means to be a leader in an increasing diverse and global world. Prerequisite: Any SBS course.

Topics in Anthropology and Sociology
ANSO 385 Race and Ethnicity 3 units
This course examines anthropological and sociological perspectives on race and ethnicity. Drawing on studies from many different parts of the world, the course explores the nature of ethnic identity, the cultural construction and social meaning of race, the dynamics of race relations and ethnic stratification, and current theories of ethnic conflict and minority rights. The aim of this course is to develop the theoretical tools for comparing the politics of identity and cultural and racial difference cross-culturally and to be able to think critically about our own common sense understandings of race and ethnic relations. Prerequisite: ANTH 100 or SOC 100. Same as: INTS 385.

ANSO 290 Topics in Anthropology and Sociology 1-4 units
ANSO 390, 490 Advanced Topics in Anthropology and Sociology 1-4 units
ANSO 298, 398, 498 Special Study 1-4 units
ANSO 299, 399, 499 Independent Study 1-4 units

SBS 290 Topics in Social and Behavioral Sciences 1-4 units
SBS 390, 490 Advanced Topics in Social and Behavioral Sciences 1-4 units
SBS 298, 398, 498 Special Study 1-4 units
SBS 299, 399, 499 Independent Study 1-4 units
Soka Directory
Robert E. Allinson  
Professor of Philosophy; B.A., Southern Illinois University, Carbondale; M.A., Ph.D., University of Texas at Austin.

Shane Joshua Barter  
Assistant Professor of Comparative Politics; B.A., University of Victoria; M.A., Ph.D., University of British Columbia.

George Busenberg  
Associate Professor of Environmental Management and Policy; Director of Environmental Studies; B.A., Rice University; Ph.D., University of North Carolina at Chapel Hill.

Ryan A. Caldwell  
Assistant Professor of Sociology; B.A., Austin College; M.A., Texas Tech University; Ph.D., Texas A&M University.

Monika P. Calef  
Assistant Professor of Physical Geography; B.A., Augustana College; M.S., Ohio University, Ph.D., University of Virginia.

Esther Chang  
Associate Professor of Psychology; B.A., Oberlin College; M.A., Teachers College, Columbia University; Ph.D., University of California, Irvine.

Hong-yi Chen  
Professor of Economics; M.A., Fudan University, China; M.S., Ph.D., University of California, Berkeley.

Darin W. Ciccotelli  
Assistant Professor of Rhetoric and Composition; Director of the Writing Program; B.A., University of Central Florida; M.F.A., University of Texas; Ph.D., University of Houston.

Lisa T. Crummett  
Assistant Professor of Biology; B.S., California State University, Fullerton; M.S., California State University, Fullerton; Ph.D., University of Florida.

Sarah England  
Associate Professor of Anthropology; Director of Social & Behavioral Sciences; B.A., University of Texas, Austin; M.A., Ph.D., University of California, Davis.

Edward M. Feasel  
Dean of Faculty and Professor of Economics; B.A., Yale University; Ph.D., University of California, Berkeley.

Arie A. Galles  
Professor of Painting/Drawing; Director of Creative Arts Program; B.F.A., Tyler School of Fine Arts of Temple University; M.F.A., University of Wisconsin.

Oleg Geliikman  
Associate Professor of Comparative Literature; B.A., University of Toledo; M.A., City University of New York; Ph.D., Johns Hopkins University.

Michael D. Golden  
Professor of Music Composition and Theory; B.M., M.M., University of Oregon; D.M.A., University of Washington.

M. Robert Hamersley  
Associate Professor of Microbiology; B.Sc., University of Victoria; M.E.D., University of Calgary; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution.

John M. Heffron  
Dean of Students and Professor of History; B.A., Princeton University; M.A., Ph.D., University of Rochester.

Nancy Hodes  
Professor of Chinese Language and Culture; A.B., M.A., Ph.D., Harvard University.

Dongyoun Hwang  
Professor of Asian Studies; B.A., M.A., Yonsei University, South Korea; Ph.D., Duke University.

Mary C. Iribarren  
Professor of Spanish and Culture; Certificate in Music, Conservatory of Music, Pamplona, Spain; M.A. and Licenciature in Philosophy, University of Navarre, Spain; Ph.D., University of Florida, Gainesville.

Osamu Ishiyama  
Assistant Professor of Japanese Language and Culture; B.A., Dokkyo University; M.A., Syracuse University; Ph.D. University at Buffalo — SUNY.

John Pavel Kehlen  
Lecturer of Asian Literature; B.A., Northwestern University; M.A., University of Chicago.
FACULTY

Xiaoxing Liu
Associate Professor of Chinese Language and Culture; Director of Language & Culture Program; B.A., University of Beijing; M.A., Ph.D., University of Illinois at Urbana-Champaign.

Marie-Rose Logan
Professor of European & Comparative Literature; Director of Humanities; Agrégation de Philosophie et Lettres, Université Libre de Bruxelles; M.A., Ph.D., Yale University.

Edward Lowe
Associate Professor of Anthropology; B.A., B.S., Texas A&M University; Ph.D., University of California, Irvine.

Lisa A. Hall MacLeod
Professor of International Studies; Director of International Studies; B.A., University of Southern California, M.A.; University of Denver; M.S., C. London School of Economics; Ph.D., University of Denver.

Hiroshi Matsumoto
Associate Professor of Japanese Language and Culture; B.A., Kyoto University; M.Ed., Ph.D., University of Washington.

Anthony I. Mazeron
Professor of Biology; A.S., Imperial Valley College; B.A., University of California, Santa Barbara; M.S., Northwestern State University, Natchitoches, Louisiana; Ph.D., Northern Arizona University, Flagstaff.

Diya Mazumder
Associate Professor of Economics; B.S., Presidency College; M.S., University of Calcutta; M.S., Ph.D., University of Texas at Austin.

Jim Mered
Professor of American Literature; B.A., Princeton University; Ph.D., Stanford University.

Jonathan Lee Merzel
Professor of Mathematics; B.S., University of Maryland; M.A., Ph.D., University of California, Berkeley.

Ian Olivo Read
Assistant Professor of Latin American Studies; B.A., DePaul University; M.A., University of Chicago; Ph.D., Stanford University.

Deike Peters
Assistant Professor of Environmental Planning and Practice; Diploma, Sorbonne, Université Paris IV; Undergraduate Studies ('Vordiplom') Technical University Dortmund; Graduate Studies, Technical University Hamburg, Harburg; M.S., M.A., Columbia University; Ph.D., Rutgers University.

Aneil Rallin
Associate Professor of Rhetoric and Composition; B.A., St. Xavier’s College; M.A. The University of Bombay; Ph.D., Ohio State University.

Nalini N. Rao
Associate Professor of World Art; M.A., University of Marathwada, Aurangabad, India; Ph.D., University of Mysore, Mysore, India; Ph.D., University of California, Los Angeles.

James Spady
Associate Professor of American History; B.A., University of Massachusetts at Amherst; M.A., Ph.D., The College of William and Mary.

Seiji Takaku
Professor of Psychology; B.A., University of California, Los Angeles; M.A., California State University, Long Beach; Ph.D., Claremont Graduate University.

Gail E. Thomas
Professor of Sociology; B.S., A&T State University, Greensboro; M.A., Ph.D., University of North Carolina, Chapel Hill.

Anna Varvak
Associate Professor of Mathematics; B.S., University of Massachusetts, Boston; M.A., Ph.D., Brandeis University.

Phat Vu
Associate Professor of Physics; B.A., Williams College; M.S., Ph.D., Cornell University.

Michael Weiner
Professor of East Asian History and International Studies; B.A., Sophia University, Tokyo; Ph.D., University of Sheffield.

James Williams
Professor of Rhetoric and Linguistics; B.A., M.A., San Jose State University; Ph.D., University of Southern California.

Kristi M. Wilson
Assistant Professor of Rhetoric and Composition; B.A., University of California, Santa Cruz; M.A., San Francisco State University; Ph.D., University of California, San Diego.
**Administration and Staff**

**Hideki Abera**  
Director of International Development; B.A., Soka University, Japan; M.A., California State University, Northridge.

**MiHyun Ahn**  
Library Assistant; B.A., Chonbuk National University, South Korea.

**Michelle Arguelles**  
General Manager, Bon Appetit.

**Archibald E. Asawa**  
Vice President for Finance and Administration and Chief Financial Officer; B.A., Yale University.

**Elnaz Bayazian**  
IT Help Desk Technician I; B.S., Azad University, Iran.

**Peggy Bennink**  
Assistant to the Faculty.

**Rutvi Bhatt**  
Project Manager for Web Development; B.S., DeVry University.

**Shannon Blas**  
Patron Services Manager; B.A., University of California, Irvine; M.B.A., M.F.A., California State University, Long Beach.

**Patrick Boivin**  
Assistant Cross Country and Track & Field Coach; B.S., M.A., California State University, Chico.

**Jackie Brodsky**  
Health Services Nurse Practitioner; N.P., University of San Francisco; B.S., Chapman University; R.N., Highland School of Nursing.

**Marine Cano**  
Director of Soccer, Men's and Women's Head Soccer Coach; B.A., California State University, Dominguez Hills.

**Jennifer Carrillo**  
Head Athletic Trainer; B.A., University of the Pacific; M.A., California State University, Fresno.

**Mariess Chao**  
Project Director; B.S., University Santo Tomas, Manila, Philippines; M.B.A., Wayne State University.

**Robin Charlson**  
Head Coach Track & Field and Cross Country; B.S., M.S., California Polytechnic State University, San Luis Obispo.

**Teri L. Chester**  
Assistant to the Faculty.

**Grace Christianson**  
Assistant to the Finance Department; B.A., Soka University of America.

**Cindy Cohen**  
Financial Aid Advisor.

**Scott Collins**  
Operations Manager, Facility Service Partners; A.A., Orange Coast Community College.

**Rebecca Cortez**  
Assistant to the Faculty; B.S., Pacific Christian College.

**Kathy A. Crilly**  
Director of Purchasing.

**Adam Crossen**  
Head Coach, Swimming & Diving and Water Polo; B.S., University of Southern California.

**Andrew Crowell**  
Assistant Swim Coach; B.A., California State University, Fullerton.

**Jennifer Cunningham**  
Manager of Career Services; B.A., California State Polytechnic University, Pomona; M.A., California State University, Dominguez Hills; M.S., California State University, Fullerton.

**Richard Daily**  
Admissions Recruitment Counselor; B.A., University of Redlands.

**Anthu Dang**  
Counselor; B.S., University of California, Irvine; M.S., California State University, Fullerton.

**Elbert Davis**  
Janitorial Manager.

**Wanna Dean**  
Residence Hall Coordinator; B.A., University of California, Los Angeles; M.S., Indiana University.

**Lisa Deiser**  
Assistant Director of Residential Operations and Planning; B.A., University of California, Irvine.

**Yumiko Dittmar**  
Student Accounts Assistant/Cashier; B.A., Nanzun University, Japan.
ADMINISTRATION AND STAFF

Malgorzata Domagala
Library Assistant; B.A., English Teacher Training College, Poland; M.A., Warsaw University, Poland.

Astrid Dorantes
Admission Recruitment Counselor; B.A., Soka University of America.

Armando DuBon, Jr.
Technical Services Supervisor; A.A., College of San Mateo.

Brian Durick
Assistant Director for Residential Education; B.A., George Fox University; M.S., Colorado State University.

Saeed FakhriRavari
Director of Information Technology; B.A., M.S., Southern Connecticut State University.

Edward M. Feasel
Dean of Faculty and Professor of Economics; B.A., Yale University; Ph.D., University of California, Berkeley.

Lorie Ferrer
Administrative Assistant, Student Health Services.

Fran Fujii
Assistant to the Director of Study Abroad and International Internships.

Andy Garcia
Operations Supervisor, Facility Service Partners.

Kathy Gooch
Accounting Manager; B.A., National University.

Marilyn Gove
Manager of Student Recruitment Events and Programs; B.A., Suffolk University; M.S., Lesley University.

Maura Grainger
Admissions Operations – Data Processor; B.A., University of Massachusetts Amherst.

Daniel Y. Habuki
President and Professor of Economics; B.A., Soka University, Japan; M.A., University of Southern California; Ph.D., Washington State University.

Lynn Hamilton-Gamman
Assistant to the Director of the Writing Program.

Bryan Hanmer
Manager of Special Facilities.

Wendy W. Harder
Director of Community Relations; B.A., University of Southern California; M.B.A., Pepperdine University.

Tom Harkenrider
Chief of Operations; B.S., California State University, Long Beach.

John M. Heffron
Dean of Students and Professor of History; B.A., Princeton University; M.A., Ph.D., University of Rochester.

Michelle Hobby-Mears
Director of Student Activities and Residential Life; B.A., Fisk University; M.B.A., University of Redlands.

Anthony D. Houghton
Receptionist.

Sally Johnson
Receptionist and Administrative Assistant to the Office of Enrollment Services and Student Records.

Sarah Kakusho
Audio Visual Technician I; B.A., Soka University of America.

Margaret Kasahara
Manager of International Student Services; B.A., New York University; M.A., Soka University, Japan.

Elizabeth Kawai
Assistant to the Vice President for Finance and Administration; B.A., Soka University of America; M.S., Columbia University.

Linda Kennedy
Director of Philanthropy; B.A., Fairfield University.

Mitsu Eric Kimura
University Archivist & Photographer and Senior Advisor to Development; B.A., Soka University, Japan; M.B.A., City University; Ed.D., Nova Southeastern University; M.L.I.S., San Jose State University.

Jimmy King
Coordinator for National Student Recruitment; B.S., California State University, Northridge.

Katherine M. King
Director of Human Resources; B.S., University of Redlands.
ADMINISTRATION AND STAFF

Justin Kunimoto
Library Assistant; B.A., Soka University of America.

Nanci Lawson
Product Manager-Campus Solutions/ANGEL; B.S., Southwest Texas State University.

Robert Lawson
Senior Database Administrator; B.S., California State University, Fullerton.

Angela Leong
Help Desk Technician II; B.A., Soka University of America.

Yuan Liang
Systems Librarian; B.A., Fudan University, China; M.T.S., Vanderbilt University; M.L.I.S., San Jose State University.

Clare Lorenzo
Assistant to the Dean of Faculty; A.A., LaSalle College.

Xiao Ying Lu
Manager of Community Relations; B.A., Hebei Teachers University, Shijiazhuang, China; M.A., University of Wisconsin, Platteville.

Phuong Luong-Lewis
Assistant to the Registrar; B.S., California State University, Northridge.

Andrew Lyum
Residence Hall Coordinator; B.A., University of California, Los Angeles.

Andy Marcos
Manager of Community Services/Internships.

Barbara McGrath
Technology Training Coordinator; B.S., University of Phoenix.

Checco McGregor
Bus Driver.

David McLeish
Men’s Assistant Soccer Coach and Recruiting Coordinator; B.A., California State University, Long Beach.

Pamela Melvin
Investment Accountant; B.A., Pitzer College.

Sarah Miller
Women’s Assistant Soccer Coach and Recruiting Coordinator; B.S., Endicott College; M.S., A.T. Still University.

Faelynn Monroe
Manager of Events and Conferences; B.S., Southern Illinois University; M.B.A., University of Phoenix.

Hyon Jung Moon
Director of Student Services/Assistant to the Dean of Students; B.S.E, M.S.E, Arizona State University, Tempe; M.I.M.O.T., Thunderbird; M.A., Soka University, Japan; Ed.D., University of California, Los Angeles.

Mike Moore
Director of Athletics and Recreation; A.A., Humboldt State University; B.A., California State University, Long Beach.

Samuel Morales
Technical Services Manager.

Clifford Mosher
Director of Security, Safety, Transportation, Events and Special Facilities; A.A., San Diego Community College.

Earlyn Mosher
Manager of Community Relations; B.A., University of Hawaii.

Leigh Moynihan
Reference Librarian; B.A., Rhodes College; M.L.I.S., Drexel University.

Emy Mukumoto
Accounts Payable Analyst; B.A., California State University, Long Beach.

Ruby Nagashima
ASB Service Learning Coordinator/Residence Hall Coordinator; B.A., Soka University of America; M.S., University of Pennsylvania.

David Nakabayashi
Controller and Assistant Treasurer; B.S., University of Illinois; CPA.

Alex H. Okuda
Director of Study Abroad and International Internships Office; B.S., M.A., Soka University, Japan.

Jocelyn Paik
Coordinator of Student Conduct and Resolution; B.A., University of California, San Diego; M.A., University of California, Los Angeles.

David Palmer
General Manager, Soka Performing Arts Center; B.A., M.A., M.F.A., California State University, Long Beach.
ADMINISTRATION AND STAFF

Rakesh Patel
Web Developer; B.S., De Vry University.

Lisa Polfer
Reference and Instruction Librarian; B.A., California State University, Long Beach; M.L.I.S., San Jose State University.

Darlene Prescott
Bus Driver.

Erica Pryor
Sports Information Coordinator; B.S., California State University, Fullerton.

Erica Quevedo
Mailroom Clerk I.

Raul Razo
Mailroom Clerk II; A.S., Anthem College.

Hiro Sakai
Executive Assistant to the President; B.A., Soka University, Japan.

Leo Sasaki
Main Gate Attendant.

Toshiko Sato
Manager of International Development; B.A., Soka University, Japan; M.P.A., Monterey Institute of International Studies.

Coleen Scherf-Ghara
Manager of Domestic Development; B.A., Loyola Marymount University.

Jennifer Serna
Coordinator of Admission Operations; B.A., California State University, Chico; M.Ed., University of Washington.

Jacqueline Shiroma
Human Resources Coordinator, Student Employment; B.A., Soka University of America; M.S., Chapman University.

Bobbie Stemple
Human Resources Manager – Benefits and Payroll.

Tomoko Takahashi
Provost/Vice President for Academic Affairs, Dean of the Graduate School and Professor of Linguistics and Education; B.A., L.H.D., Albertus Magnus College; M.A., M.Ed., Ed.D., Columbia University.

Megumi Tanaka
Alumni Relations Coordinator and Development Assistant; B.A., Soka University of America.

Marisa Tirado
Mail Services Supervisor; A.A., Fullerton College.

Mayumi Tolliver
Information Technology Administrative Assistant; B.A., Teikyo University, Japan.

Hiroko Tomono
Director of the Library; B.A., California State University, Fresno; M.A., Soka University of America; M.L.I.S., San Jose State University.

Sabrina Torres
Bus Driver; B.A., University of California, Irvine.

Diana Ueda
International Student Life Coordinator/Student Affairs Assistant; B.A., Soka University of America; M.A., SIT Graduate Institute.

Julian Velarde
Assistant Director of Student Programs; B.A., University of California, Santa Cruz; M.A., Claremont Graduate University.

Eiko Vogtman
Manager of Student Accounts; A.A., Saddleback College; B.A., California State University, Fullerton.

Joy Wang
Manager of Technical Services; B.A., Beijing Second Foreign Languages Institute, Beijing, China; M.L.I.S., Dalhousie University, Canada.

Geoffrey Westropp
IT Services Manager; B.A., Bryant College; M.B.A., Babson College.

Markus Wetmore
Athletics Equipment and Operations Coordinator; B.A., California State University, Long Beach.

Andrew Woolsey
Director of Enrollment Services; B.A., M.Ed., Ed.D., University of La Verne.

Nancy Yoshimura
Registrar; B.A., McMaster University, Canada.
Board of Trustees

Stephen S. Dunham, J.D., Chair
Baltimore, Maryland

Tariq Hasan, Ph.D., Vice Chair
New York, New York

Yoshihisa Baba, Ph.D.
Tokyo, Japan

Paulette Bethel, Ph.D.
Nassau, Bahamas

Matilda Buck
Los Angeles, California

Atlanta, Georgia

Maria Guajardo, Ph.D.
Tokyo, Japan

Clothilde V. Hewlett, J.D.
San Francisco, California

Larry A. Hickman, Ph.D.
Carbondale, Illinois

Koji Hoshino, M.B.A.
Tokyo, Japan

Kris D. Knudsen, J.D.
Sherwood, Oregon

Karen K. Lewis, Ph.D.
Philadelphia, Pennsylvania

Daniel Nagashima, M.B.A.
Los Angeles, California

David P. Roselle, Ph.D.
Wilmington, Delaware

Kenji Yoshigo
Tokyo, Japan

Daniel Y. Habuki, Ph.D. (ex-officio member)
Aliso Viejo, California
FOR MORE INFORMATION

If you have additional questions about material included in this catalog, please call or write the appropriate office listed below.

Our address is:
Soka University of America
1 University Drive
Aliso Viejo, CA 92656-4105
(949) 480-4000

Admission Office
(949) 480-4150
(949) 480-4151 Fax

Financial Aid Office
(949) 480-4042
(949) 480-4151 Fax

Student Accounts Office
(949) 480-4129
(949) 480-4151 Fax

Office of the Registrar
(Transcripts and Records)
(949) 480-4045
(949) 480-4151 Fax

Academic Affairs
(949) 480-4207
(949) 480-4263 Fax

Dean of Students
(Residential Life & Student Activities, Athletic Recreation, Counseling Career Services, Health Services)
(949) 480-4138
(949) 480-4243 Fax

Development
(949) 480-4073
(949) 480-4001 Fax

Community Relations
(949) 480-4081
(949) 480-4260 Fax

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

**From Interstate 5:**
Go to Oso Parkway exit and turn west.

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

Turn left and continue one mile, then right on University Drive.

**From the San Joaquin Hills Tollway (State Route 73) - tolls up to $5.00 will apply:**
Going south from Newport Beach, take the Glenwood/Pacific Park Exit.

Turn right on Glenwood/Pacific Park, right on Wood Canyon Drive, then right on University.

For map: [www.soka.edu/directions](http://www.soka.edu/directions)
CAMPUS MAP
# Index

**A**
- Academic
  - Advising .................................................................46
  - Calendar ........................................................................4
  - Credit ...........................................................................47
  - Dismissal .......................................................................47
  - Honesty .........................................................................39
  - Policies and Procedures .................................................46
  - Probation ........................................................................47
  - Requirements ..................................................................46
  - Standing .........................................................................47
- Accreditation .....................................................................2
- Admission
  - Application Process ......................................................9
  - Application Requirements .............................................9
  - Contact ..........................................................................10
  - Deadlines and Timelines ................................................9
  - International Students ..................................................10
  - Transfer Students .........................................................10
  - Visit the Campus ...........................................................10
- Administration and Staff ..................................................117
- Advanced Placement Coursework (AP) ..........................47
- Alcohol and Drug Policy .................................................33
- American Experience ......................................................62
- Anthropology ...................................................................104
- Anthropology and Sociology ...........................................113
- Appeals Process .............................................................30, 41
- Area and Comparative Studies ........................................62
- Art ....................................................................................72
- Art History ........................................................................85
- Athletics and Recreational Sports ...................................27
- Audio-Visual/Multi-Media Services ..................................44
- Awards of Excellence, Annual .........................................51

**B**
- BA, Liberal Arts ..............................................................7, 46
- Biology .............................................................................61
- Board of Trustees ............................................................121

**C**
- Campus Map ...................................................................124
- Capstone .........................................................................80, 85, 94, 104
- Career Services ...............................................................27
- Change of Address ..........................................................47
- Chemistry ........................................................................61
- Chinese ............................................................................76
- Class Level ........................................................................47
- Communication and Inquiry ..........................................58
- Community Services/Internship .....................................27
- Concentration Declaration ...............................................48
- Conduct and Resolution Process, Student .......................29
- Core ...............................................................................58
- Counseling ......................................................................27
- Country Studies ..............................................................98
- Course Load ......................................................................48
- Course Numbering ..........................................................48
- Creative Arts .....................................................................59, 72
- Creative Arts Forum ...........................................................72

**D**
- Dance ..............................................................................72
- Dean’s List ......................................................................117
- Declaration of Concentration .........................................48
- Degree Requirements .....................................................45
- Diplomas ..........................................................................48
- Directions to SUA ............................................................123
- Directory
  - Administration and Staff ..............................................117
  - Board of Trustees .........................................................121
  - Faculty ..........................................................................115
  - Disabilities Policy ..........................................................34
  - Dismissal ........................................................................47
  - Distinguished Topics .....................................................67
  - Double Concentration ...................................................48

**E**
- Earth and Ocean Sciences .............................................82
- Ecology ............................................................................85
- Economics ........................................................................106
- Enrollment Verification ....................................................49
- Environmental Management and Policy .........................82
- Environmental Studies Concentration .............................80
- Environmental Studies ...................................................83

**F**
- Faculty ............................................................................115
- FERPA (Family Education Rights and Privacy Act) ..........32
- Final Examination ...........................................................45
- Financial Aid Information
  - Communication Policy ..................................................11
  - Contact ...........................................................................11
  - Disbursement of Funds .................................................21
  - Domestic and Permanent Resident Applicants ................12
  - Eligibility ........................................................................12
  - Entrance and Exit Counseling .......................................21
  - Estimated Cost of Attendance .......................................22
## INDEX

Failure to meet SAP ..........................................18  
Free Application for Federal Student Aid  
(FAFSA) ....................................................12  
International Applicants ...............................13  
Loan Default .............................................21  
Parent Loans ............................................16  
Questions and Answers ................................19  
Refunds and Repayment .................................21  
Repayment ................................................20  
Satisfactory Academic Progress Policy (SAP) ..17  
Student Rights and Responsibilities ..............20  
Tax Credit ...............................................22  
Tax Liabilities ..........................................22  
Timeline .................................................12  
Types of Financial Aid .................................13  
Veteran Benefits .......................................16  
Firearms and Fireworks ................................33  
Foreign Language Policies ............................50  
For More Information ................................122  
French .....................................................77

### G

General Education Requirements ..................57  
General Education Electives, Other ...............67  
Geography ..............................................83  
Global Studies .........................................99  
Good Academic Standing ............................47  
Grade and Narrative Changes ........................49  
Grade Grievance .......................................49  
Grade Point Average ..................................50  
Grade Points ...........................................49  
Grading System .........................................49  
Graduation with Honors ..............................50

### H

History ..................................................86  
Honors and Awards ....................................50  
Housing for Study Abroad Students ...............66  
Humanities .............................................88  
Humanities Concentration ............................85

### I

Ikeda Scholarship ......................................14, 50  
Incomplete Course Work ..............................51  
Independent Study/Special Study ....................51  
Information Technology Services (ITS) ...........43  
Inquiry ..................................................58  
Instructional Support ..................................44  
International Students ................................10  
International Studies Concentration .............94  
Internship ..............................................27

### J

Japanese ................................................77

### L

Language and Culture Program ......................63, 76  
Leadership .............................................67  
Learning Clusters .....................................66  
Leave of Absence, Short term .........................53  
Library, The Daisaku and Kaneko Ikeda ..........43  
Linguistics .............................................108  
Literature ................................................90  
Low Grade Notices ....................................52

### M

MA, Second & Foreign Language Education .......7  
Mathematics ............................................60  
Mission of SUA ........................................6  
Music ....................................................72  
Music Ensembles ......................................74  
Music History .........................................92

### N

Non-Harassment Policy ...............................35  
Notice of Non-Discrimination Policy ..............34

### P

Pacific Basin ............................................62  
Part-time Students ....................................23, 47  
Pass/No Pass Grading System ........................52  
Philosophy .............................................93  
Physics ..................................................62  
Policies, University ...................................31  
Political Science ......................................108  
President’s Message ....................................5  
Prior College Coursework ............................47  
Privacy of Student Records, FERPA ...............32  
Probationary Standing ................................47  
Psychology .............................................110

### R

Readmission ............................................53  
Regional Studies .......................................95  
Registration ............................................52  
Religion ..................................................93  
Religious Life on Campus .............................38  
Repeating Courses .....................................52  
Residential Life .......................................27  
Rights and Responsibilities, University ...........39