EDUC 604 Globalization and Education Fall, 2022

Table of Contents

Lead and Section Instructor Contact Information

Lead instructor and section instructor contact information is located in Blackboard.

Professors	Dr. Sarina Molina (Section 01)	Dr. Maya Kalyanpur (Section 02)
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Office Hours	Wednesdays, 2-4 p.m.	Tuesdays & Wednesdays, 2 - 4 p.m.
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Course Description and Learning Outcomes

Course Description

This course introduces you to an analysis of the post-colonial impact of globalization on education, with particular reference to international development and the international aid agenda. Key themes such as world culture theory, knowledge economy, and the role of English will be considered from the framework of globalization. In addition, you will examine the geopolitical hegemony of the Global North on the Global South through policies and practices in education, such as Education For All, inclusive education, and school assessment standards. Globalization as it pertains to education will be considered from a variety of perspectives including enhancement through social and transnational mobility and potential threats to tradition, particularly for marginalized communities, and with specific reference to class, ethnicity/race, and gender.

Course Learning Outcomes
By the end of this course you will be able to:
- Utilize theoretical frameworks and assumptions underlying international development and globalization in analyzing its impact on educational systems both locally and globally.
- Evaluate the advantages and the threats experienced locally and globally in education through globalization.
- Determine how communities, socio-economic status, backgrounds, and politics are impacted by globalization.
- Analyze the consequences of the spread of English as a global language.

Required Texts, Readings and Media

There are no textbooks required to purchase for this course. All required readings and materials are provided within the course.

Additional Readings
Additional readings comprise an assortment of historical texts, legal documents, contemporary journal articles, and blogs. These readings are listed within each course module.

Online Learning Requirements

To be successful academically, online students must be able to navigate and search the web, use email, attach and upload documents, download and save files, and have access to and use Microsoft Word, Excel and PowerPoint. It is also expected of all students to be familiar with multi-media and related video- production software (QuickTime, Flash, LiveSlideShow, etc.) as well as free downloadable communication systems such as Skype. Please refer to the new student orientation course if you have questions on any of these items.

ZOOM Meetings: EDU 604 Course Fortnightly Cohort Meeting

Dates/Times: Tuesdays of each module from 4:00pm-5:30pm PST

Module	Overview	M1	M2	M3	M4	M5	M6	M7
Date	8/30	9/02	9/20	10/4	10/18	11/01	11/15	12/6

Make-Up & Late Work

Late assignments will not be accepted unless there are significant extenuating circumstances that have been discussed with the instructor in advance of the assignment deadline.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, less than 25% of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work **no later than the end of the second week of the next semester**, otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempt to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Extra Credit

There are no opportunities for extra credit in this course.

SOLES Graduate Student Writing Center

[The SOLES Graduate Student Writing Center](#) is a virtual space designed to accommodate both online, or on-campus graduate students for whom distance or busy schedules conflict with coming to campus. The Center's free web-based service provides students with feedback on digital versions of their written course assignments and offers one-on-one coaching sessions via remote conferencing. You are highly encouraged to use this free service!

To get started, please visit the SOLES Graduate Student Writing Center and complete the submission form. http://www.sandiego.edu/soles/current/writing-center.php

Technological Requirements and Troubleshooting

Course Access and Navigation
Click here to see all course-related information posted on the Blackboard e-learning platform. You can also access your course through the USD student portal. Click here to access the MySanDiego.edu.

System and Software Requirements
High-Speed Internet is required (DSL or better).
Computer: A PC or Mac with 8GB of RAM, an i7 quad core processor, and 100GB of free drive space is recommended.
Microsoft Office is required. If you are using Office 2010 or earlier, download and install the Microsoft Office Compatibility pack.
Webcam – for recording video
Email – to contact your faculty
Speakers or headset – to listen to multimedia

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Recommended Browser

Firefox is the recommended browser for use with Blackboard on both the Mac and PC. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard. **Chrome** (Mac/Windows) is also a supported browser.

Blackboard lists the most current browser compatibility information on its site (Click here for Blackboard's Help site.)

If you're having browser issues or your browser is locking up, try clearing your browser's cache. Instructions for clearing your cache on the most common browsers are found here.

If components of your course are missing or broken, check to see whether your system is running the most current version of Java. Click here to go to the Java website.

Windows Users: Test your version of Java here.

Mac Users: Click: Apple > Software Update

Browser Plugins

Windows Media Player (or Flip4Mac if you use a Mac), QuickTime, Flash, Shockwave, Adobe Reader, and Java.

The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit Adobe's website http://www.adobe.com/products/reader.html to download the most current version for your system.

Some Mac users may experience further issues when using Safari or Firefox. The best known solution is a free plugin download called Schubert|it PDF Browser Plugin http://www.schubert-it.com/pluginpdf/ Please clear your browser's cache and restart your browser after installing the plug-in.

Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now

The QuickTime Plugin is required for some content in this course. Windows users may need to download and install the QuickTime Plugin. To install the QuickTime Plugin in Firefox, follow Mozilla's instructions http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and-video?redirectlocale=en-US&redirectslug=Using+the+QuickTime+plugin+with+Firefox . To Install QuickTime in other browsers or update QuickTime in Windows, visit Apple's QuickTime download page http://www.apple.com/quicktime/download/ .

Technical Support

ITS Help Desk
(619) 260-7900
help@sandiego.edu
For basic questions, you can contact the Program Coordinator during regular business hours.
University of San Diego and SOLES Policy Information
Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every

effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Accessibility and Usability

Technology Accessibility Statement Links

Blackboard Learning Management System Accessibility Statement
Microsoft Office Accessibility Statement
Adobe Acrobat Accessibility Statement
Google – YouTube Accessibility Statement

Requesting ADA Accommodations

The University of San Diego is committed to promoting knowledge and academic excellence for all learners. The University of San Diego's Disability and Learning Difference Resource Center helps students with verified disabilities obtain meaningful academic accommodations and support to help improve access to Professional and Continuing Education programs and courses. If you are a student who would like to be considered for academic accommodations, please visit the Disability and Learning Difference Resource Center and follow the instructions under Requesting Services.

Course Assignments, Evaluation and Grading Criteria

Assignments

A variety of assignments are provided for this course to enable students to develop new skills, and to shine in their individual areas of strength. Some make use of students' creativity, while others push students to engage with people and organizations outside of the course. Other assignments require a close analysis of texts. Each assignment is designed to help students' gain a deep understanding of complexities associated with globalization, and in particular, the intersection of globalization and education. Students' task is to produce high quality assignments that demonstrate thoughtful analysis, critique, and depth of understanding. Course assignments are completed via discussion boards, class presentations and papers.

The following are the assignments to be used in assessing your performance. All graded activities include rubrics, which are located in the activity instructions.

Assignment	Points
Module Discussions	240

Module Assignments	350
Case Study Analysis	210
Positionality Project	200
Total	1000 points

Assignment Evaluation

Assignments will be graded according to the following set of standards:

A. The assignment demonstrates thoughtful evaluation and analysis; careful critique; and a depth of understanding, reflection, student development, and effort. Careful attention has been paid to the complexities of arguments, ideas, and stances. Assignment execution is in line with the standards of research and high-quality graduate work including proper APA formatting, neatness, and timeliness.

B. The assignment demonstrates at least some of the following: evaluation, analysis, critique, understanding, reflection, student development, and effort. Some attention has been given to differences in arguments, ideas and, and stances, however there is space for a greater demonstration of these complexities. Assignment execution is in line with standards of research and graduate work including some but not each: proper APA formatting, neatness, and timeliness.

Module Assignment Summary and Dates
COURSE CALENDAR
AT A GLANCE

MODULE 1:   "THEORETICAL FOUNDATIONS AND CONCEPTUAL ISSUES OF GLOBALIZATION AND EDUCATION (I)

MODULE 1A	9/6	MODULE BEGINS ZOOM MEETING #1 (4-5:30 pm PST)	WATCH 1) Video: What Is Wrong With Globalization? | Economics for People with Ha-Joon Chang (34:23)

	9/9	DISCUSSION INITIAL POST DUE	<u>DISCUSSION 1A</u> 1) Video Self-Introductions
	9/12	RESPONSE TO PEERS DUE	
MODULE 1B	9/13	MODULE BEGINS	<u>READ</u> 1) Stromquist, N.P. & Monkman, K. (2014). Defining globalization and assessing its implications for knowledge and education, Revisited. In *Globalization and education: Integration and contestation across cultures, 2nd ed. (Ch 1)*. Rowman & Littlefield Education. (eBook available through USD's Copley library) <u>FURTHER READING/STUDY</u> 1) Burbules, N.C. & Torres, C.A. (2000). Globalization and education: An introduction in *Globalization and education: Critical perspectives* (pp. 1-26). Routledge.
	9/16	DISCUSSION INITIAL POST DUE	<u>DISCUSSION 1B</u> 1) Insights Gained from Assigned Reading and Media Resources
	9/19	RESPONSE TO PEERS DUE	

MODULE 2 "THEORETICAL FOUNDATIONS AND CONCEPTUAL ISSUES OF GLOBALIZATION AND EDUCATION (II)

MODULE 2A	9/20	MODULE BEGINS ZOOM MEETING #2 (4-5:30 pm PST)	<u>WATCH</u> 1) Presentation 2A: Globalization through a Post-Colonial Lens (05:04) 2) <u>Schooling and the World</u> (1:04:49)
	9/23	DISCUSSION INITIAL POST DUE	<u>DISCUSSION 2A</u> 1) Schooling and the World

9	9/26	RESPONSE TO PEERS DUE	
MODULE 2B	9/27	MODULE BEGINS	**READ** 1) Mundy, K. & Manion, C. (2014) Chapter 3: Globalization and Global Governance in Education. In N. Stromquist & K. Monkman (Eds.) *Globalization and education: Integration and contestation across cultures, 2nd ed*. Rowman & Littlefield Education. **(eBook available through USD's Copley library)** **REVIEW** 1) [Data for the Sustainable Development Goals](#) Website 2) [Atlas of Colonialism](#) Website **FURTHER READING/STUDY** 1) Tikly, L. (2001) 2) Harbor C. (2014) Ch. 1 and Ch 2
	9/30	DISCUSSION INITIAL POST DUE	**DISCUSSION 2B** 1) Atlas of Colonialism
	10/3	RESPONSE TO PEERS/ ASSIGNMENTS DUE	**ASSIGNMENT 2B** 1) Literature Synthesis

MODULE 3   "GLOBAL POLICIES AND ASSESSMENTS AND HIGHER EDUCATION & TECHNOLOGY"

MODULE 3A	10/4	MODULE BEGINS ZOOM MEETING #3 (4-5:30 pm PST)	WATCH 1) Presentation 3A: Global Policies - Systemic Influences (07:39) READ 1. Addey, C., Sellar, S., Steiner-Khamsi, G., Lingard, B. & Verger, A. (2017) 2. Chapter 1. Globalization and education FURTHER READING/STUDY 1. Burbules, N.C. & Torres, C.A. (2000) 2. Ramirez, F.O., Schofer, E., & Meyer, J.W. (2018) 3. Global education monitoring report, 2020: Inclusion and education: all means all 4. UNICEF, State of the World's Children Report 2013, Children with disabilities Click for more options 5. World Bank, World Development Report 2018, Learning to realize education's promise Websites: 1. Salamanca Framework for Inclusive Education,1994 2. World Education Forum, The Dakar Framework: Education For All, 2000 3. United Nations, Convention on the Rights of the Child, 1989 Click for more options 4. Abidjan Principles "On the Right to Education", private-public partnerships, 2019
	10/7	DISCUSSION INITIAL POST DUE	DISCUSSION 3A 1) International Assessment and Accountability
	10/10	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 3A 1) Rationale for Selection of Final Case Study

MODULE 3B	10/11	MODULE BEGINS	READ 1) Carnoy, M. (2014) (eBook available through USD's Copley library) 2) Stromquist, N.P. (2002) WATCH 1) [Sugata Mitra: Can Kids Teach Themselves?](#) (20:59) FURTHER READING/STUDY 1) Hobson, D. (2007) 2) Hursh, D. & Wall, A.F. (2011)
	10/14	DISCUSSION INITIAL POST DUE	DISCUSSION 3B 1) Educational Technology and Outdoctrination
	10/17	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 3B 1) Summary of Readings

MODULE 4 "PRIMARY, SECONDARY, AND INCLUSIVE EDUCATION"

MODULE 4A	10/18	MODULE BEGINS ZOOM MEETING #4 (4-5:30 pm PST)	WATCH 1) Presentation 4A: Equity and Inclusion in Access and Completion of Primary and Secondary Education (04:46) 2) [Peace Innovators 2020: Edupreneurship: A Passport out of Poverty](#) (11:49) 3) [Revisiting Colombia's Dangerous and Dizzying Zipline to School](#) (04:18) READ 1) Kendall, N. & Silver, R. (2015) **(eBook available through USD's Copley library)** 2) [Three Cups of Fiction](#) by Carol Black. FURTHER READING/STUDY 1) Kalyanpur, M. (2019) 2) [The World Bank's Understanding Poverty: Education page contains data on specific](#)

12			aspects of education by country 3) Fact Sheet on Out-of-School Children (2018)
	10/21	DISCUSSION INITIAL POST DUE	DISCUSSION 4A Exploring Access and Completion of Primary and Secondary Education
	10/24	RESPONSE TO PEERS DUE	
MODULE 4B	10/25	MODULE BEGINS	READ 1) Fixing the broken promise of education for all: Findings from the Global Initiative on Out-of-School Children: Executive Summary. (2015) 2) Banerjee, A.V. & Duflo, E. (2011) FURTHER READING/STUDY 1) Progress for Every Child in the SDG Era: Are we on track to achieve the SDGs for children? The situation in 2019
	10/28	DISCUSSION INITIAL POST DUE	DISCUSSION 4B 1) Exploring Education-Related Indicators in Your Case Study Country
	10/31	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 4B 1) Exploring Marginalized Children in Your Case Study Country

MODULE 5 "LINGUISTIC IMPERIALISM AND ENGLISH LANGUAGE EDUCATION"

MODULE 5A	11/1	MODULE BEGINS ZOOM MEETING #5 (4-5:30 pm PST)	WATCH 1) Presentation 5A: Linguistic Imperialism and English Language Education (02:55) 2) CEHD PhD Colloquium with Suhanthie Motha (49:50) READ 1) Canagarajah, S. & Said, S.B. (2011) 2) Said, H. (2018) FURTHER READING/STUDY 1) Block, D. (2008) 2) Crookes, G. (2010)
	11/4	DISCUSSION INITIAL POST DUE	DISCUSSION 5A 1) Wisdom for Doctoral Students
	11/7	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 5A 1) The Provincialization of English
MODULE 5B	11/8	MODULE BEGINS	READ 1) Molina (2020) 2) Kalyanpur, Boruah, Molina & Shenoy (in press) Prologue. FURTHER READING/STUDY 1) Molina (2016)
	11/11	DISCUSSION INITIAL POST DUE	DISCUSSION 5B 1) Exploring Linguistic Power Differentials in Your Case Study Country
	11/14	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 5B Tracing Your Personal Linguistic History

MODULE 6 "GENDER AND EDUCATION"

MODULE 6A	11/15	MODULE BEGINS
		ZOOM MEETING #6
		(4-5:30 pm PST)
			WATCH
			  1) Presentation 6A: Who is Malala? (28:28)
			
			READ
			  1) Moeller, K. (2014) **(eBook available through USD's Copley Library)**
			  2) The Secret History of Women in Coding by Clive Thompson
			
			FURTHER READING/STUDY
			Websites:
			  1) The World Bank's Girls' Education Website
			  3) Human Development Data Website

	11/18	DISCUSSION INITIAL POST DUE	DISCUSSION 6A 1) Exploring Gender Inequality in Your Case Study country
	11/21	RESPONSE TO PEERS/ASSIGNMENTS DUE	ASSIGNMENT 6A 1) The Social Construction of Gender
Thanksgiving Break (21st-27th)			

MODULE 6B	11/29	MODULE BEGINS	READ
			  1) UNICEF Education: Girls' Education
			  2) Manion, C. & Nije, H. (2017)
			
			LISTEN
			  1) Why are 63 million girls missing out on education? (18:07)
			  2) A Personal Story of My Family's Experience Breaking the Barriers Between Gender and Education (05:17)

	12/2	DISCUSSION INITIAL POST DUE	DISCUSSION 6B 1) Exploring Your Family History and Intersectionality Between Gender and Access to Education
	12/5	RESPONSE TO PEERS DUE	

MODULE 7   "AGENCY, INDIGENEITY AND DECOLONIAL RESISTANCE"

MODULE 7A	12/6	MODULE BEGINS ZOOM MEETING #7 (4-5:30 pm)	WATCH 1) Manish Jain: Reimagining Education (11.00) READ 1) Stromquist, N.P. (2002). Ch. 8 & Ch. 9 2) Dei, G.J.S. & Jaimungal, C.S. (2018) 3) The America We Need FURTHER READING/STUDY 1. TEDTalk: Bunker Roy: Learning from a barefoot movement (19:07) Closed captioning available on video. 2. The Economics of Happiness (2011) (01:08:00) 3. Corry, S. (2011) 4. Sarangapani, P.M. (2010)
	12/9	DISCUSSION INITIAL POST DUE	DISCUSSION 7A 1) Positionality Project (VIDEO ESSAY)
	12/12	VIDEO RESPONSE TO PEER'S VIDEO ESSAY DUE	
MODULE 7B	12/13		VIEW 1) Sample Presentation on Post-Colonial Educational Systems in India (available on blackboard) ASSIGNMENT 7B 1) Case Study Analysis Project

Learner Responsibilities

Research has shown that online students are self-starters and highly motivated. The fact that you sought out this learning experience and are enrolled in an online class affirms the research. You may have taken an online class prior to this, or this may be your first experience with online education. Taking some time to plan for your course of study can yield benefits and help ensure success. Check your course every day and monitor/track deadlines accordingly. Participation and regular attendance is an integral part of your overall success in the course.

Time Commitment

Any course of study requires a "time" for class. This online instructional environment requires you to arrange your schedule to allow time for you to "attend" class on a regular basis each week. The time you select is not important, but it is important that you log into your Blackboard course and complete the activities and assignments on a regular basis. Each credit unit equals 12.5 core instruction hours; therefore, in this 3-unit course you will have 37.5 instructional hours plus 75 hours of other course activities.

Online forum discussions are more valuable when all members of the group participate. Waiting until the last minute of the final due date to post does not contribute to the dialogue. Planning a space and time for studying and accessing the course frequently is paramount to your success.

Student Conduct/ Netiquette

Online learning brings together students from diverse locations and populations. This creates potential for a rich learning community and also creates a need for thoughtful, courteous communications. Use a professional and collegial tone in course dialogue. Refrain from using inappropriate or offensive language. Humor can sometimes be a challenge because of the lack of cues in the online forum, such as facial and body gestures and voice inflection. Be sensitive to these limitations and respectful to all participants. It is the responsibility of all class members to foster a positive learning community.

Building Community

University of San Diego online courses are designed to be community-centered learning environments. This means that the courses are designed to foster connections among the participants as you explore common learning goals and interests. Each student brings unique characteristics and experiences to the online classroom. Learn to use the course communication tools and begin creating connections right away. It is the responsibility of all class members to foster social and academic interactions. Thoughtfully share a bit about yourself, your ideas, experiences and new knowledge in the class forums to promote a collaborative, rich learning environment.

Academic Integrity and Avoiding Plagiarism

The nature of education and scholarship is the sharing of theories and ideas. Avoid plagiarizing by providing a citation when using the words or ideas of others. It is your responsibility to give credit to the sources of information you consult when developing written work. For this course, you are expected to use APA style (seventh edition) for both formatting and citing references in your papers.

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.
The complete University of San Diego Academic Integrity Policy is located at:
http://catalogs.sandiego.edu/graduate/academic-regs/

Withdrawal from Class
If you decide not to take a course that you registered for, you must contact the Director of Online Programs for SOLES on or before the first day of class. If you fail to officially withdraw, you will be assigned a grade of "F" and charged for the class. Please refer to the Drop and Withdrawal policies found in the Student Handbook.

Academic Grievance Procedures
Concerns about academic issues should be raised with your instructor first. If you are unable to resolve the issue(s) with your instructor, contact the Director of Online Programs for SOLES.

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop-down menu: 1) My Academics, 2) Registration Tools, and 3) Registration

History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Here are instructions for accessing course evaluations.

Basic Needs Acknowledgement

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office at (619) 260-4588 or on campus in UC 232. If you find yourself in this situation, please reach out so that you can gain access to the USD Food Pantry and Torero Closet or other resources on or off campus. The Students' Lounge in SOLES also has a small food pantry.

Wellness Support for USD Students

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, trauma, alcohol and other drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities. Often connecting with a mental health provider for support can be helpful which can be done by outreaching to your insurance provider. Also, visit the You are USD website for resources. Emergency services are also available 24/7 through Public Safety at (619) 260-2222.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University- wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.