Course Information:

- Course Name: Animal Law
- Course Number: Law 646
- Professor Name: Matthew Liebman
- Number of Units: 3 Units
- Semester/Year: FALL 2020

Professor Contact:

- Phone: 415-422-6111 (email preferred)
- Email: mliebman2@usfca.edu
- Office Hours: Tuesday and Thursday 3:00-4:00 pm or by appointment

Course Schedule:

- Day(s)/Time(s): Tuesday and Thursday 11:00 am-12:20 pm
Course Description:
A survey of the law's understanding and treatment of animals by looking at the development of federal and state policies toward wild, captive, farmed, and companion animals. Specific topics may include the history of animal law; the legal status of animals as property; the concepts of animal welfare and animal rights; regulation of the use of animals in exhibition, agriculture, and other commercial industries, with particular emphasis on the environmental effects of animal agriculture; First Amendment and other constitutional issues raised in cases involving animals; the protection of animals by anti-cruelty and other laws; and a review of selected other topics and federal statutes. The course will incorporate legal concepts from other fields, encourage critical thought and new approaches to the issues presented, and focus on real-world applications of law in this rapidly-developing field.

Course Materials


The law library's Lexis Digital Library offers free access to the text through the following link:

If you choose to use the digital version of the text, please review these training guides, so you can make the most of the digital format (e.g., highlighting, taking notes, etc.). Please also note that the page numbers to the text in this syllabus refer to the print version of the text, which may differ from the digital version. The digital version is annotated to include the print page numbers, so please pay attention to that and email me if you find any discrepancies.

Other course materials will be available online and through Canvas.

Learning Outcomes

USF School of Law Learning Outcomes:
1. Knowledge and understanding of legal doctrine and policy.
2. Legal analysis and reasoning.
3. Legal research.
4. Professional legal skills, including independent and critical thought, effective problem solving, and good work habits.
5. Communication, including written and oral.
6. Professional identity and ethical responsibility.
7. Capacity for, awareness of, and openness to working in a diverse environment, from a global perspective, and toward the advancement of social justice.
This course is designed to ensure that students achieve competence in all of the following:
1. Be able to think critically about how the law protects, or fails to protect, animals;
2. Understand the competing policy arguments surrounding the use of animals for food, research, entertainment, and companionship;
3. Be able to effectively analyze legal issues concerning animals;
4. Understand the philosophical underpinnings of animal rights and how it differs from animal welfare;
5. Be familiar with federal animal protection statutes, including the Animal Welfare Act, the Humane Methods of Slaughter Act, and the Endangered Species Act;
6. Understand state criminal animal cruelty laws;
7. Understand how the common law conceives of animals, especially in the realm of torts;
8. Be familiar with what animal lawyers do, across a variety of practice areas;
9. Gain experience in practical lawyering skills, such as oral arguments, complaint drafting, or policy advocacy.

Grading

1. Grading Option:
   Grading will be based on a COMBINATION system.

2. Contributing Factors:
   20% class participation, 20% weekly journals, 20% in-class presentations, and a 40% anonymous final examination (take-out).

Participation: This is a small class and Animal Law is a policy-laden field of law, so we will all benefit from robust conversation and discussion. As such, participation is heavily-weighted in your grade. My expectation is that every student will speak at least once during every class. The weekly journals, discussed next, will be a good source of ideas to bring to our classroom discussions. Voluntary participation is expected, but please note that I will also be cold-calling on students throughout the class. My intent is not to grill you or embarrass you, but rather to elicit your contribution to the learning process. I don’t expect you to have all the answers, but I do expect you to be prepared and to be ready to work through the difficult questions this class raises. If for any reason you are unable to do the reading before a given class, please let me know privately in advance and I will not call on you. Please know that I strongly welcome the expression of positions that are contrary to my own (and the expression of positions that are contrary to your own, for that matter). Please turn your camera on for our class meetings; if your circumstances make doing so difficult or problematic, please email me to let me know.

Weekly Journals: You will be required to submit a weekly journal entry via Canvas that reflects on some aspect of the assignment for the coming week. The journal entry can be a disagreement with the reasoning of a case, a policy idea for reforming an aspect of the law, something that you found surprising in the reading, or anything else that is topical and legally-focused. Your entries need not be long or involved, just one or two pages of a 12-point, double-spaced Word document. The goal should be to get your thoughts on the weekly assignment into writing rather than to create a polished paper. The entry should be
submitted by 5 P.M. every Monday, before we cover the material on Tuesday and Thursday. (The exception is the first week of class, when your journal is due Wednesday instead of Monday.)

In-Class Presentations: At the end of the semester, each student will give a 15-minute presentation comparing some aspect of U.S. animal law to the legal regime of another country. You get to choose the topic and the foreign country. For example, you could compare U.S. animal research regulations to those of Canada, or U.S. factory farming laws to those of the European Union, or wildlife protections in the U.S. to those of China. Please come to office hours sometime during the semester to discuss your presentation and the topic you’ve chosen. I will place a review copy of my book, A Worldview of Animal Law, on Canvas for you to use for research.

Exam: This will be an anonymous take-out, open-book final exam.

Adopt an Animal (not independently graded, but relevant to participation grade and potentially exam grade): On the first day of class, each student will be tasked with “adopting” a species of their choosing. You will be responsible for following current events pertaining to your species over the course of the semester. You can do so by setting up a Google alert and monitoring developments related to your species. If the topic we’re discussing in class pertains to your animal, I may ask you to share how the topic intersects with your species, and the final exam may entail some element of sharing what you’ve learned about your species.

What We Should Expect of Each Other
I expect each student to (1) attend each class having done the reading, (2) come prepared to discuss their impressions, opinions, and questions, (3) treat classmates with respect and kindness, and (4) participate in conversations and discussions to ensure the free exchange of diverse ideas. You should expect me to (1) come equally prepared to share my knowledge and experiences in animal law, (2) encourage and support a diverse range of viewpoints, opinions, and life-experiences, (3) treat each of you respectfully as the colleagues that you are, and (4) work with each of you individually to meet your unique needs and expectations. Please let me know if I fail to meet your expectations as a professor and colleague in the law.

Mindful Minutes
We will begin each class with a minute or two of mindfulness, which simply entails a moment of quietness focused on some object of concentration, typically the breath. John Kabat-Zinn describes mindfulness as “awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally.” Although mindfulness and meditation can be spiritual, please rest assured this is not a religious or indoctrinating practice. The purpose of this exercise is fundamentally practical: to temporarily set aside the distractions that may be taking up our mental real estate so that we can bring our full attention to the class and connect with each other as colleagues. Mindfulness can also be effective at empowering people to receive and process traumatic information, which animal law sometimes entails. If this practice doesn’t work for you, that’s fine; please just sit quietly.
A Note on Graphic Videos
Many of the assignments in this syllabus include videos. This is in recognition of two facts: first, students learn best through a variety of different media; second, if a picture is worth a thousand words, a video is worth a million – some of the things we do to animals have to be seen to be believed. As we’ll discuss when we study Ag-Gag laws, documentary evidence of animal treatment is a major catalyst for legal, policy, and social reform. I know many of these videos are graphic and very difficult to watch. I encourage you to try. Animal rights activist Gretchen Wyler said, “We must not refuse to see with our eyes what they must endure with their bodies.” That said, I don’t want to traumatize you. I’ve tried to mostly choose videos that aren’t too graphic. I ask you to do your best, but I don’t expect you to endure any video that is truly too much to bear. Please feel free to speak with me if you find the course materials difficult to work with and I can recommend some resources.

Class meeting schedule and assignments:

The course topics and reading assignments may be changed a bit throughout the semester.

Unit 1: Theoretical Frameworks for Thinking About Animals and the Law

Week 1, Tuesday, August 25: Animal Philosophy
Assignment:
- Watch:
  - Crash Course, Non-Human Animals: Crash Course Philosophy #42, YouTube (Jan. 16, 2017), https://www.youtube.com/watch?v=y3-BX-jN_Ac. (10 mins.).
- Read:
- Weekly Journal #1 Due Wednesday, 8/26
- Please also complete the introductory surveys and discussion on Canvas.

Week 1, Thursday, August 27: Linked Oppressions/Linked Resistance
Assignment:
- Watch:
  - VeganKanal, My Experience as a Vegan, Native American, and Queer Animal Rights Activist – Gerardo Tristan, YouTube (Sept. 8, 2018), https://www.youtube.com/watch?v=41UrdBx9fiQ (35 mins.).
- Read:
Unit 2: Animal Rights Litigation I: Justice v. Vercher

Week 2: Tuesday, September 1: Can Animals Sue?
Assignment:
- Watch:
  - The Oregonian, Lawyers Argue Over Whether Animals Can Sue, https://www.youtube.com/watch?v= cw3sIA5lOqI (2 mins.).
  - Your Morning, Horse Named Justice Suing [His] Former Owner Could Set Important Precedent, https://www.youtube.com/watch?v=NXk3uK9uQ (4 mins.).
- Read:
  - Justice v. Vercher materials (on Canvas):
    - Complaint
    - Trial court decision
    - Appellant’s Opening Brief
    - Respondent’s Answering Brief (skim)
    - Appellant’s Reply Brief (skim)
- Weekly Journal #2 Due Monday, 8/31

Week 2: Thursday, September 3: Appellate Argument in Animal Law
Assignment:
- Watch:
  - Oral arguments in Justice v. Vercher (live streaming from Oregon Court of Appeals on September 2 at 9 A.M. at https://www.courts.oregon.gov/courts/appellate/media/Pages/webcasting.aspx) -- Let me know if you have a conflict and can’t watch the oral argument live.

Unit 3: Criminal Animal Cruelty

Week 3, Tuesday, September 8: Anti-Cruelty Laws
Assignment:
- Watch:
  - Valley Beit Midrash, Human Prisons & Animal Cages: Professor Justin Marceau Interviewed by Rabbi Dr. Shmuly Yanklowitz, YouTube (Jan. 3, 2020), https://www.youtube.com/watch?v=RQZ4pAGoEyi (15 mins.).
- Read:
  - California Anti-Cruelty Law, Cal. Penal Code §§ 596-600.5 (skim)
• ANIMAL LAW, pp. 92-99 (Ch. 3, Sec. 2, State Anti-Cruelty Statutes), 115-129 (Ch. 3, Sec. 4, Affirmative Acts of Cruelty) (23 pages).

• Weekly Journal #3 Due Monday, 9/7

**Week 3, Thursday, September 10: Anti-Cruelty Laws**  
**Guest Lecturer Jamie Contreras**, Senior Staff Attorney, Animal Legal Defense Fund  
**Assignment:**  
• Read:  
  • ANIMAL LAW, 100-106 (Ch. 3, Sec. 3, Animals as “Victims” of Crimes), pp. 134-153 (Ch. 3, Sec. 5, Failure to Act), 154, 169-173 (Ch. 3, Sec. 6, Hoarding) (30 pages).

**Unit 4: Standing and Animal Law**

**Week 4, Tuesday, September 15: Should Trees (and Animals) Have Standing?**  
**Assignment:**  
• Read:  
  • ANIMAL LAW, pp. 363-364 (Ch. 6, Sec. 1, Standing Overview), 368-381 (*Sierra Club* and notes), 398-405 (*Cetacean Community* and notes), 381-387 (*Lujan* and notes) (31 pages).

• Weekly Journal #4 Due Monday, 9/14

**Week 4, Thursday, September 17: Should Humans (and Organizations) Have Standing?**  
**Assignment:**  
• Read:  
  • ANIMAL LAW, pp. 387-392 (*Humane Society* and note), 405-428 (*Glückman* and notes) (30 pages).

**Unit 5: Companion Animals: Torts, Custody, Puppy Mills, Housing, and Service Animals**

**Week 5, Tuesday, September 22: Torts**  
**Assignment:**  
• Read:  
  • ANIMAL LAW, pp. 233-241 (Ch. 4, intro and Sec. 1.A: Theories of Liability, Intentional Torts), 302-323 (Ch. 4, Sec. 3, Damages and Valuation, *Strickland* and notes, *Monyak* and note 1) (31 pages).

• Weekly Journal #5 Due Monday, 9/21

**Week 5, Thursday, September 24: Custody**  
**Assignment:**  
• Watch:  
  • PBS NewsHour, *How Did Hurricane Katrina Change the Way We Evacuate Pets From Devastation?*, YouTube (Aug. 29, 2015),  
    [https://www.youtube.com/watch?v=z4qSSV5TtFQ](https://www.youtube.com/watch?v=z4qSSV5TtFQ) (6 mins.).  
  • FilmBuff Movies, *Mine (Official Trailer)*, YouTube (Jan. 24, 2010),  
    [https://www.youtube.com/watch?v=cLoy0KuUes0](https://www.youtube.com/watch?v=cLoy0KuUes0) (3 mins.).
• Read:
  o ANIMAL LAW, pp. 726-750 (Ch. 7, Sec. 3, Dissolution of Marriage and Other Relationships: Custody Disputes) (25 pages).
  o California Family Code § 2605.

Week 6, Tuesday, September 29: Puppy Mills
Assignment:
• Watch:
• Read:
  o ANIMAL LAW, pp. 205 n. 7 (puppy mills), 654-680 (Ch. 6, Sec. 2.D, Breeders, Dealers, and Puppy Mills) (28 pages)
  o California Health & Safety Code § 122354.5.
• Weekly Journal #6 Due Monday, 9/28

Week 6, Thursday, October 1: Housing and Service Animals
Assignment:
• Watch:
• Read:
  o ANIMAL LAW, pp. 699-711 (Ch. 7, Sec. 1, Housing Issues), 711-726 (Ch. 7, Sec. 2, “Service” and “Support” Animals in Contexts Other Than Housing) (28 pages).

Unit 6: Farmed Animals: On-Farm Laws, Slaughter Laws, Ag-Gag Laws, and Environmental Law

Week 7, Tuesday, October 6: On the Farm
Assignment:
• Watch:
  o NowThis News, These Farm Animals Got a Chance at Life, YouTube (Nov. 16, 2019), https://www.youtube.com/watch?v=d3pibu-cCsE (12 mins.).
  o Tulsa Tech, From Pig to Plate – Animal Agriculture, YouTube (Aug. 21, 2012), https://www.youtube.com/watch?v=fk_b6uAaWHo (4 mins.).

Read:
- ANIMAL LAW, pp. 485-515 (Ch. 6, Sec. 1.A, Conditions Under Which Animals Are Raised) (30 pages)
- California Health & Safety Code §§ 25990-25991 (Proposition 12) (skim)

Weekly Journal #7 Due Monday, 10/5

Week 7, Thursday, October 8: In the Slaughterhouse
Assignment:
- Watch:
  - Mercy for Animals, Hidden-Camera Exposes Criminal Animal Abuse at Chicken Slaughterhouse, YouTube (Mar. 28, 2015), https://www.youtube.com/watch?v=V-RwqjtQmm8 (3 mins.).
  - NowThis News, Undercover Footage Reveals Conditions of High-Speed Pig Slaughtering, YouTube (Nov. 4, 2019), https://www.youtube.com/watch?v=C61ZHc_l5Zg (3 mins.).
- Read:
  - ANIMAL LAW, pp. 578-581 (Ch. 6, Sec. 1.B, Slaughter Laws and Related Issues, intro) 595-619 (Cavel and notes, Harris and notes) (29 pages)
  - 7 U.S.C. §§ 1901-1907 (Humane Methods of Livestock Slaughter Act) (skim)

Week 8, Tuesday, October 13: Ag-Gag Laws
Assignment:
- Watch:
  - ThingsICantFindOtherwise, Meat and You: Partners in Freedom (The Simpsons), YouTube (Oct. 13, 2015), https://www.youtube.com/watch?v=zR_4h5A5z_A (3 mins.)
  - Mercy for Animals, Burger King Cruelty – Video Exposes Horrific Animal Abuse at a Burger King Dairy Supplier, YouTube (Oct. 9, 2012), https://www.youtube.com/watch?v=In_YcWOuVqk (3 mins.).
  - The Intercept, In Iowa, Politicians Protect Ag Industry by Making Activists Criminals, YouTube (Oct. 12, 2019), https://www.youtube.com/watch?v=6bRr0YH74Uw (9 mins.).
- Read:
  - ANIMAL LAW, pp. 619-639 (Ch. 6, Sec. 1.C, “Ag-Gag” Laws) (21 pages)
- Weekly Journal #8 Due Monday, 10/12

Week 8, Thursday, October 15: Environmental Law and Factory Farms
Guest Lecturer Cristina Stella, Managing Attorney, Animal Legal Defense Fund
Assignment:
• Watch:
  o Democracy Now!, *North Carolina Hog Farms Spray Manure Around Black Communities; Residents Fight Back*, YouTube (May 3, 2017), [https://www.youtube.com/watch?v=eyAFNV4Afgw](https://www.youtube.com/watch?v=eyAFNV4Afgw) (17 mins).

• Read
  o TBD

**Unit 7: Wildlife Law: In the Wild and In Captivity**

**Week 9, Tuesday, October 20: The Endangered Species Act**
Assignment:
• Watch:

• Read:
  o ANIMAL LAW, pp. 806-831 (Ch. 9, Sec. 1, Endangered Species Act) (26 pages)
  o Weekly Journal #9 Due Monday, 10/19

**Week 9, Thursday, October 22: Cruelty, the Wildlife Trade, and COVID**
Assignment:
• Watch:
  o Vox, *How Wildlife Trade is Linked to Coronavirus*, YouTube (Mar. 6, 2020) [https://www.youtube.com/watch?v=TPpoJGYiW54](https://www.youtube.com/watch?v=TPpoJGYiW54) (9 mins).

• Read:
  o ANIMAL LAW, pp. 176-187 (Ch. 3, Sec. 8.A, Hunting) (12 pages)

**Week 10, Tuesday, October 27: Roadside Zoos**
Assignment:
• Watch:
  o PETA, *Bears Pacing in Endless Circles at Cherokee Bear Zoo*, YouTube (Aug. 21, 2017), [https://www.youtube.com/watch?v=d9xh6teYhHA](https://www.youtube.com/watch?v=d9xh6teYhHA) (1 min.).

• Read:
  o Animal Welfare Act, 7 U.S.C. §§ 2131-2160 (skim, with special attention to exhibitor provisions)
  o Weekly Journal #10 Due Monday, 10/26

**Week 10, Thursday, October 29: Roadside Zoos**
Guest Lecturer **Jessica Blome**, Senior Associate, Greenfire Law
Assignment:
• Watch:
  
• Read:
  o *Kuehl v. Sellner* (nuisance) materials (on Canvas)
    ▪ Complaint
    ▪ Trial court decision

Unit 8: Trump, Trauma, and Animals

Week 11, Tuesday, November 3: Trump and Animals
Assignment:
• Watch:
  
• Read:
  
• Weekly Journal #11 Due Monday, 11/2

Week 11, Thursday, November 5: Trauma and Animals
Assignment:
• Watch:
  o The Cranky Vegan (Jake Conroy), *Are We Winning? // Avoiding Burnout*, YouTube (June 24, 2019), https://www.youtube.com/watch?v=d3rUIS95BYI (9 mins.).
  o Optional: Mindful, *Mindful@Home with Rhonda Magee – The S.T.O.P. Practice*, https://www.youtube.com/watch?v=ooJ4RBlldVw&t=398s (27 mins.).
  
• Read:
Unit 9: Animals in Research

Week 12, Tuesday, November 10: Animal Research Laws
Assignment:
• Watch:
  o Foundation for Biomedical Research, Why Animals Are Needed in Research, YouTube, (Jun. 1, 2015), https://www.youtube.com/watch?v=iA_FfVuTfoM (4 mins.).
  o h.p.k., Empathy in Rats, YouTube (Dec. 29, 2011), https://www.youtube.com/watch?v=nyolz2Qf1ms (4 mins.).

• Read:
  o Animal Welfare Act, 7 U.S.C. §§ 2131-2160 (skim, with special attention to research provisions)
  o ANIMAL LAW, pp. 639-654 (Ch. 6, Sec. 2.A-C, Animals in Research and the Animal Welfare Act), 680-684 (Ch. 6, Sec. 2.E, Animal Cruelty), 692-695 (Note 2) (24 pages)

• Weekly Journal #12 Due Monday, 11/9

Week 12, Thursday, November 12: The Regulatory Framework of Animal Research
Guest Lecturer Paul Locke, Associate Professor, Johns Hopkins Bloomberg School of Public Health
Assignment:
• Read:

Unit 10: Animal Rights Litigation II: Nonhuman Rights Project and Naruto

Week 13, Tuesday, November 17: Are Chimps and Elephants Entitled to the Writ of Habeas Corpus?
Assignment:
• Watch:
  o TED, Chimps Have Feelings and Thoughts. They Should Also Have Rights – Steven Wise, YouTube (May 20, 2015), https://www.youtube.com/watch?v=VLc84OkwKOA (14 mins.).

• Read:

• Weekly Journal #13 Due Monday, 11/16

Week 13, Thursday, November 19: Can a Monkey Own a Copyright?
Assignment:
• Watch:
  o Good Morning America, Battle Over Monkey’s Selfies Goes to Court, YouTube (Jul. 13, 2017), https://www.youtube.com/watch?v=1HO0oqzY3Y0 (3 mins.)
• Read:
  o Naruto v. Slater, 888 F.3d 418, 420 (9th Cir. 2018)

Unit 11: Comparative International Animal Law

Week 14, Tuesday, November 24: Comparative Law Presentations 1
• Read:
• Presentations 1
• No Weekly Journals

Week 14, Thursday, November 26: NO CLASS

Week 15, Tuesday, December 1: Comparative Law Presentations 2 and Wrap-Up
• Presentations 2
• No Weekly Journals

Hours of Work per Class
The American Bar Association standards for accrediting law schools contain a formula for calculating the amount of work that constitutes one credit hour. According to ABA Standard 310(b)(1), “a ‘credit hour’ is an amount of work that reasonably approximates: (I) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.” This is a 3-credit hour class, meaning that we will spend three 50-minute blocks of time together each week. All told, applying the ABA standard to the number of credits offered for this class, you should plan on spending a total of 9 hours per week (3 in class and 6 preparing for class) on course-related work.

Communication:
All official School of Law and University communications are sent exclusively to students’ USF email addresses.

Attendance:
The School of Law requires students to attend classes regularly, complete assignments in a timely manner, and be prepared for and participate in class. The law school attendance policy follows the ABA standard that students must attend at least 80% of the scheduled class sessions for any given course in order to receive credit. If a student has exceeded the allowable class absences, they may be administratively withdrawn and/or receive a failing grade for the course. For full detail, please see the Academic Policies for the JD & Graduate Tax Programs: https://myusf.usfca.edu/law/student-services

Attendance in synchronous online classes means attending live classes at their scheduled time. Failure to attend the live class will result in being marked “absent,” even if you watch the class recording at a later time.

Tracking:
Taking attendance is required at the School of Law. USF policy requires that I notify the Registrar if a student is in danger of exceeding the permissible number of absences. Compliance with attendance rules is regulated by the Honor Code.

Americans with Disabilities Act Accommodations:
The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at 415 422-2613, to speak with a disability specialist (please note that SDS follows privacy and confidentiality protocols). If you are eligible for accommodations, please request that your accommodation letter be sent as soon as possible (students are encouraged to contact SDS at the beginning of the semester), as accommodations are not retroactive. Once I (and/or the Law Registrar’s Office, as appropriate) have been notified by SDS of your accommodations, we can discuss your accommodations and ensure your access to this class. For more information, please visit the SDS website https://www.usfca.edu/student-disability-services.

Academic Dishonesty
The law school defines academic dishonesty as engaging in any dishonest conduct in connection with any examination, written work, or other academic activity. The University of San Francisco takes academic dishonesty very seriously. You are responsible for knowing and adhering to the explicit details of our policy as listed here in the School of Law Honor Code: https://myusf.usfca.edu/law/student-services

Academic and Bar Exam Success Program (ABES)
ABES gives all students the necessary skills and mindsets to be successful in their classes, on the bar, and in their first jobs as attorneys. ABES teaches students study skills and techniques, legal analysis
and writing, and exam-taking strategies through integrated instruction, workshops, courses, and one-on-one meetings.

**Recording**

Our Zoom meetings will be recorded for the limited purpose of studying and may not be used for any other purpose or disseminated outside the class. For connectivity problems, PG&E planned outages, and other reasons for which you may miss portions of or an entire class session, I will record all class sessions and upload them onto Canvas. These recordings may not be reposted. These recordings are not a substitute for attending class. If you are unable to attend class live over a long period due to a medical or other emergency issues, please contact our Assistant Dean of Student Affairs, Stephanie Carlos, shcarlos@usfca.edu.