2014-15
Core Curriculum Guide
SANTA CLARA UNIVERSITY
FOUNDATIONS

- Critical Thinking & Writing 1 and 2
- Cultures & Ideas 1 and 2
- Second Language
- Mathematics
- Religion Theology & Culture 1

EXPLORATIONS

- Ethics
- Civic Engagement
- Diversity: U.S. Perspectives
- Arts
- Natural Science
- Social Science
- Religion, Theology & Culture 2
- Cultures & Ideas 3
- Science, Technology & Society
- Religion, Theology & Culture 3

INTEGRATIONS

- Experiential Learning for Social Justice
- Advanced Writing
- Pathways*

Integrations usually are elements within existing courses for the Core or major, not additional required courses.

*Engineering majors and transfer students who matriculate with 44 or more units complete three Pathway courses; others complete four.

Although most students will take Foundations courses in the first year, the order in which Core courses are completed is flexible. Exceptions:

- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-quarter, themed, sequenced courses
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing
- Cultures & Ideas 1 and 2 are prerequisites for Cultures & Ideas 3
- Students admitted as freshmen must complete Religion, Theology & Culture 1, 2 and 3 in sequence
- Religion, Theology & Culture 3 courses only count for the Core requirement after students admitted as freshmen have completed 88 units
- Science, Technology & Society is normally taken after completing Natural Science and Social Science courses

Notes:

Students in some majors satisfy some requirements with special courses linked with major requirements. Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study.

Transfer students matriculating with 44 or more units of transferable college credit, which does not include any Advanced Placement or International Baccalaureate test credit, complete any two Religion, Theology & Culture (RTC) courses, in any order. All students who earn transfer credit for RTC 1 will complete two additional RTC courses:

- Students admitted as freshmen will complete RTC 2 and 3 in sequence, with RTC 3 counting only after completing 88 units
- Transfer students who matriculate with 44 or more units will complete any two RTC courses, in any order.
Welcome! This guide provides information about your general education requirements, which we refer to at Santa Clara as the Core or Core Curriculum. The SCU Core combines with your School/Program and major requirements to prepare you with the knowledge and skills necessary to be an effective and positive contributor to society. This Core was designed to challenge, surprise, and excite your imagination; our faculty have worked hard to bring you excellent courses from which to grow and develop intellectually and as a whole person in the world.

Integrating the values of our 450-year-old tradition of Jesuit education with the skills and knowledge needed in the 21st century, our Core brings together global understanding, critical judgment, reasoning, clear communication, ethical decision making, and concern for others. The Core also includes an innovative Pathway requirement which allows you to choose a theme that most interests you. You take courses that give you an interdisciplinary understanding of your chosen theme, assimilate that knowledge, and then reflect not only on the ways that the classes taken come together, but also on how you have grown both personally and intellectually during your time as an SCU student.

Undergraduate Core requirements are structured into three parts: Foundations, Explorations, and Integrations. All students begin with Foundations courses, but you have considerable freedom to create your own sequence of Exploration and Integration courses. You will also find that you have many choices of courses that fulfill each Core requirement. We encourage you to use the Core as a way to explore areas you may have never studied before and to challenge yourself in subjects that may be very different from your chosen area of study. This breadth of knowledge, combined with the depth you will experience in your major, will allow you to be a well-rounded and distinctive graduate.

The following pages give you the information you need about SCU’s Core and the specific courses that fulfill each requirement. We are always adding new courses and materials to help you navigate your educational experiences at SCU, so make sure to frequently consult the Core Curriculum website at www.scu.edu/core for the most updated information.

On behalf of the faculty at Santa Clara University we look forward to having you in class and interacting with you as you fully experience all that the SCU curriculum offers you.

Sincerely,

Laura Nichols, PhD
Director, Undergraduate Core Curriculum

Phyllis R. Brown, PhD
Associate Provost for Undergraduate Studies
In the lives of others, especially the impoverished, suffering opportunities to explore and refine self-knowledge, in meaningful engagement includes engagement with the world: communicating more clearly. You to think more deeply, imagine more freely, and dimensions of human experience, the Core enables fostering academic excellence and responsible, creative citizenship. The interrelationship of these three traditions encourages informed and ethical decisions characteristic of citizens and leaders who are motivated by competence, conscience, and compassion.

Contributions to a rapidly changing, complex, and interdependent world require that you develop ways of thinking, feeling, and acting that foster passionate, purposeful learning for the rest of your lives. By attending to the cognitive and affective dimensions of human experience, the Core enables you to think more deeply, imagine more freely, and communicate more clearly.

Engagement with the world: Meaningful engagement includes opportunities to explore and refine self-knowledge, in relation to others. The Core enhances your understanding of the integrity of your own life and the dignity inherent in the lives of others, especially the impoverished, suffering and marginalized.

The Structure of the Undergraduate Core Curriculum

The Santa Clara University Core Curriculum consists of three phases of academic work. The first two phases—Foundations and Explorations—are designed to deepen knowledge, habits of mind and heart, and experiences engaging with the world that students bring with them to their undergraduate studies. Many course requirements in these phases overlap with requirements for majors. Other requirements introduce students to new areas of study.

The third phase—Integrations—is designed to help students reflect more deeply on connections among courses in the Core, and between the Core and their major. The table on the inside cover of this Guide provides a visual representation of the Core’s structure.

Foundations

Students begin the Foundations component with a two-course Critical Thinking & Writing sequence during their first year, and most students also complete a two-course Cultures & Ideas sequence in the first year. At least one of these sequences is linked with the student’s Residential Learning Community.

These sequences introduce you to university learning in the context of citizenship, mind, and conscience, and a rigorous intellectual environment in and outside the classroom. They provide you with opportunities to study human experience across historical periods and emphasize the relationships among global cultures, including cultures in Europe and North America.

The other Foundations courses, Math, Second Language, and the first course in the Religion, Theology & Culture sequence, emphasize the knowledge and skills central to liberal education. Small classes create opportunities for mentoring relationships with professors, as well as communities among students, and promote intentional, reflective learning. All of the Foundations courses provide a shared intellectual foundation, challenging you to sharpen the reflective and analytic skills you will use throughout your studies and in the personal and career paths you choose.
Explorations courses, taken throughout the four years of study, build on the Foundations component of the Core and foster the breadth of knowledge, habits of mind and heart, and values needed for contemporary life. This component of the Core includes courses on ethics, arts, diversity, natural and social sciences, civic engagement, global cultures, religion, and the interrelationship of science, technology, and society.

In Explorations courses you will also be able to explore the range of majors available and connections between your chosen major and other disciplines. Through these courses, you will prepare yourself for civic dialogue in an increasingly global and technological world, challenging yourself and others to transform the world for the better.

Integrations courses reemphasize engaged learning, critical thinking, civic life, communication, and intentional learning, and they help students discover deeper connections among courses in the Core and their major. Integrations courses are often embedded in other Core courses and courses required for majors.

For example, you may encounter Experiential Learning for Social Justice through study abroad, community-based learning in a course for the major or another Core course, and immersion experiences. Advanced Writing classes are often offered in your major, giving you the opportunity to gain further mastery over crucial learning.

Pathways courses and the reflective essay provide you with an additional opportunity to make intentional and reflective choices about your education while studying a theme or topic from a number of disciplinary perspectives. This requirement should help you identify connections and relationships among ideas. Pathways courses may be drawn from both upper and lower division course offerings.

In fact, Core courses associated with Foundations and Explorations often fulfill Pathways requirements. After completing the Pathways requirement many students report that the process:

• helped them remember and reflect on important elements of their education
• helped them see connections that they hadn’t previously noticed
• helped them realize how they could apply what they knew to important social issues
• helped them with interviews and application for internships, jobs, fellowships, or graduate programs
• gave them a new way to talk about what they had learned with friends, family, and future employers.

Many employers report that they are interested in hiring applicants who can make connections and solve complex problems by drawing on multiple points of view. The Pathways requirement directly supports this goal, by building on the University’s commitment to provide Santa Clara University students with an education that helps them achieve the shared set of learning objectives for each Core area.

Selection of Core Curriculum Courses

All students are pre-enrolled in at least one RLC-linked Core course before they arrive for Summer Orientation. During Summer Orientation, students consult with advisors as they select other Core courses and courses for their majors to complete fall quarter and plan for the remainder of the academic year. This Core Guide lists the courses students will select from for each Core area.

The online version of this Core Curriculum Guide is available at: www.scu.edu/provost/ugst/core/index.cfm. It is updated quarterly as new courses are approved. Students and their advisors use this Guide to familiarize themselves with the range of choices available for each of the Core categories.

Student progress through the structure of the Core Curriculum is not strictly sequential, from Foundations through Explorations to Integrations. While some courses (e.g., Critical Thinking & Writing 1 and 2; Cultures & Ideas 1, 2, and 3; and Religion, Theology & Culture 1, 2, and 3) must be taken in sequence, all students have the opportunity to discover other sequences that are best for their individual undergraduate experience. At the same time, all students engage in coursework designed to help them achieve the shared set of learning objectives for each component of the Core Curriculum. Furthermore, the Experiential Learning for Social Justice, Advanced Writing, and Pathways components of the Core Curriculum help students experience requirements not only through individual courses but also through related educational activities that help structure and integrate their entire experience of university study.

Because not every course approved for the Core is offered every quarter, students and advisors should also consult the CourseAvail website: www.scu.edu/courseavail, and use the drop-down box listing Core categories to select courses offered during a particular quarter.

In CourseAvail you can consult a list of courses that are approved for each Core area and which are offered a particular quarter. In addition, when reviewing the list of courses offered by a particular department, you can click on the five-digit section number for any course, to see what Core areas a course satisfies. A listing of Core attributes is available to assist you with this process.

A link on the Registrar’s website: www.scu.edu/registrar, to Virtual Book Deadlines and Registration Information will provide access to a flip-book version of the fall quarter schedule, with tentative winter and spring schedules.
Core Curriculum Policies

A single course may satisfy only one Core requirement, with the following exceptions:

- Some students satisfy some requirements with more than one course, each of which partially completes the requirement. For example, students may satisfy the Science, Technology & Society requirement with writing courses (ENGL 182A, 182B for engineering majors; Critical Thinking & Writing 1 and 2 with a Science, Technology, & Society theme for others) plus another course required for their majors and approved as partially satisfying the Science, Technology, & Society requirement. Those courses are identified in Course/Avail as “xxxPAR” because they “partially” fulfill a requirement.

- Engineering majors may satisfy more than one requirement with one course when the course has been approved for those Core requirements. All students may satisfy Core requirements with courses required for the major when the courses are approved for both the major and the Core. In addition, all students may satisfy multiple Integrations requirements with courses that satisfy other Core and major requirements when the courses are approved for the Integrations requirements as well as for the other Core and major requirements.

- Students completing more than one major only satisfy each Core requirement once; however engineering majors who complete a second major must complete each Exploration requirement with a separate course.

Students normally satisfy Core requirements with courses carrying four or five units, with the following exceptions:

- Engineering majors may satisfy the Advanced Writing requirement with a combination of ENGL 181, 182A, and 182B, which together carry four units.

- The Arts requirement can be satisfied either by a single course of four or five units or with a combination of courses totaling at least four units.

- The Pathways requirement is satisfied by combinations of three, four, or five courses: three or four (a minimum of 12 units) for engineering majors and transfer students who enroll with 44 or more units of transfer credit and four or five (a minimum of 16 units) for all other majors and transfer students who enroll with fewer than 44 units of transfer credit.

- Students normally satisfy the Core requirements with graded courses unless a course approved for the Core Curriculum is only offered P/NP.

- Although most students will take Foundations courses in the first year, the order in which Core courses are completed is flexible, with the following exceptions:
- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-semester, themed, sequenced courses. Students must consult with one of the University advisors in the Drahmann Center before making any changes in their enrollment in these courses.
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing.
- Religion, Theology & Culture 1, 2, and 3 must be taken in sequence. (Except transfer students, see next page.)
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units.
- A course satisfying the Cultures & Ideas 3 requirement is normally taken after completing Cultures & Ideas 1 and 2.
- A course satisfying the Science, Technology & Society requirement is normally taken after completing Natural Science and Social Science requirements.

- Many courses offered through the study abroad program are preapproved to fulfill Core Curriculum requirements. However, only the second-level Core Curriculum requirement in Religion, Theology, and Culture can be fulfilled with a preapproved study abroad course. The third-level Core Curriculum requirement in Religion, Theology & Culture cannot be fulfilled with a study abroad course.

- Students in some majors satisfy some Core requirements with special courses linked with major requirements. Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study.

College of Arts and Sciences Requirements

Students in the College of Arts and Sciences should consult Chapter 3 of the Undergraduate Bulletin for the complete list of Core requirements for their programs and majors: www.scu.edu/academics/bulletins/undergraduate/index.cfm.

Other Program-Specific Requirements

Some students—for example, students in the University Honors Program and students majoring in certain disciplines, such as Engineering and Business—satisfy the Undergraduate Core Curriculum or School requirements by taking special sections of the courses discussed below, special equivalent courses, or special courses in their major. Students should check with their advisors to ascertain whether their major or program has additional or specific Core requirements.

Supplemental and/or Particular Core Curriculum Requirements for Business and Engineering Students

While the Undergraduate Core Curriculum is shared by all students, the Leavey School of Business and the Engineering School require some specific or additional Core courses for their majors. An explanation of additional Business School and Engineering School requirements is provided at the end of this guide.

Transfer Credit and the Core Curriculum

Two sets of rules for awarding transfer credit for Core areas are in place, one for students admitted as first-year students, and another for transfer students.

All students must satisfy the following Core requirements at Santa Clara University: Civic Engagement; Science, Technology & Society; Advanced Writing; Experiential Learning for Social Justice; and Pathways.

Students admitted as first-year students must also satisfy Critical Thinking & Writing and Cultures & Ideas 1 and 2 with courses completed at Santa Clara University.

In contrast, students admitted as transfer students are encouraged to complete these courses before their first quarter at Santa Clara University. For transfer students only, transfer credit for Critical Thinking & Writing may include exemptions granted at other schools and credit granted through Advanced Placement and International Baccalaureate test scores. Information about possible substitutions for Critical Thinking & Writing and Cultures & Ideas courses is available in the Registrar’s Office.

Transfer students who enter the University with fewer than 44 units must take all three Religion, Theology & Culture courses, in the required sequence. Transfer students matriculating with 44 or more units of transferable college credit, which does not include any Advanced Placement or International Baccalaureate test credit, complete any two courses from three categories: Religion, Theology & Culture 1, 2, and 3, in any order. However, RTC 3 courses may only be taken after 88 units. Transfer students must declare their Pathways by the end of their third quarter at SCU. Transfer students in the College of Arts and Sciences and Leavey School of Business who matriculate with fewer than 44 units must take four courses to fulfill the Pathways requirement. Transfer students in the College of Arts and Sciences and Leavey School of Business who matriculate with more than 44 units must take three courses to fulfill the Pathways requirement. All transfer students in the School of Engineering must take three courses to fulfill the Pathways requirement.

Students who transfer to Santa Clara University should consult Chapters 7 and 8 of the Undergraduate Bulletin, as well as the chapters relevant to their school or college.
Foundations

1. Critical Thinking & Writing 1 and 2 (A Two-Course Themed Sequence)

Goals: Critical Thinking, Complexity, Communication

Meta-Goals: Information Literacy and Intentional Learning

Learning Objectives: In the first course, students will:

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation.

1.2 Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.

1.3 Reflect on and/or analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.

1.4 Reflect on the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.

Learning Objectives: In the second course, students will:

2.1 Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1.

2.2 Write research-based essays that contain well-supported arguable theses and that demonstrate personal engagement and clear purpose.

2.3 Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument.

2.4 Analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.

2.5 Reflect more deeply than in CTW 1 upon the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for Summer Orientation.

General Statement

The following pages list courses approved as satisfying Core Curriculum requirements at the time this Guide was printed. Because students will be pre-enrolled before Summer Orientation in some sections of Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2, based on the information they provided about their interests, they will focus on other Core areas and courses for their majors when they register for fall classes during orientation. Orientation advisors will guide selection of courses during Day One of orientation, and faculty advisors will review those selections with students before registration on Day Two.

While this Core Guide provides lists of all courses approved for each Core area at the time of printing, CourseAvail provides lists of courses approved for each Core area during a particular academic quarter. Course descriptions are available in CourseAvail: www.scu.edu/courseavail, by clicking on the five-digit section numbers. The information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit in eCampus as a means to track their progress completing requirements for the Core and the major.

Students who transfer from the School of Engineering to the Leavey School of Business or the College of Arts and Sciences will be expected to complete the Core Curriculum according to the rules of the program to which they transfer.

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their programs of study, and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein, and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of his or her responsibility for adhering to the policies and regulations.

While this Core Guide provides lists of all courses approved for each Core area at the time of printing, CourseAvail provides lists of courses approved for each Core area during a particular academic quarter. Course descriptions are available in CourseAvail: www.scu.edu/courseavail, by clicking on the five-digit section numbers. The information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit in eCampus as a means to track their progress completing requirements for the Core and the major.
LEARNING OBJECTIVES: In the second course students will:

1. Make connections between the cultures and objects, texts, ideas, issues, and/or events examined in C & I 1 and 2.

2. Demonstrate increased understanding of the complexity and/or larger contexts of the cultures examined.

3. Question and/or evaluate the effects cultural understanding has on the interpretation of the objects, texts, ideas, issues, and/or events central to the two courses.

4. Question and evaluate both shared and diverse human experiences so that they recognize similarities and differences across cultures as well as historical periods; comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values.

Some students are pre-enrolled in Cultures & Ideas 1 and 2 before they arrive for Summer Orientation.

LEARNING OBJECTIVES: In the second course students will:

1. Demonstrate skill in the use of the modern or classical language for authentic communicative purposes, as appropriate to the language.

2. Demonstrate an understanding of the cultural products, practices, and perspectives exhibited in the language studied.

3. Demonstrate sensitivity to cultural differences as afforded by the language studied.

Students satisfy this requirement by completing a course at the level required by their major:

- B.A. and B.S. (Social Sciences) students need to complete the 3rd course of any first year language, i.e., Elementary Language III.
- B.S. (Natural Sciences and Mathematics) students need to complete the 2nd course of any first year language, i.e., Elementary Language II.
- B.S.C. students need to complete the 2nd course of any first year language, i.e., Elementary Language II.

Students must take MATH 30 and 31 (Calculus for Business I & II) or MATH 11 and 12 (Calculus & Analytic Geometry I & II). The MATH 30–31 sequence has business applications and is recommended for most students in the School of Business, unless the student expects to take a third quarter of mathematics, in which case they should take MATH 11 and 12. ENGINEERING students must take MATH 11. ARTS AND SCIENCES students select any course from this list.

Mathematics (MATH)

- The Nature of Mathematics
- Finite Mathematics for Social Science
- Calculus for Social Scientists
- Introduction to Statistics
- Calculus & Analytic Geometry I
- Calculus for Business

Students choose one course from the list below.

Religion and Society (ROSC)

- South Asian Traditions
- Ways of Understanding Religion
- Asian Religious Traditions
- Egyptian Religious Traditions

Scripture and Tradition (SCTR)

- Origins of Western Religion
- Texting God
- Religions of the Book

Theology, Ethics, and Spirituality (TESP)

- Magicians, Athletes & God
- The Christian Tradition
- Franciscans & Jesuits: An Introduction to Catholic Spirituality
6. ETHICS

GOALS: Arts & Humanities, Critical Thinking, Complexity, Ethical Reasoning.

LEARNING OBJECTIVES: Students will:

1.1 Reflect on their own ethical reasoning by drawing on major ethical theories and traditions (e.g., virtue ethics, feminist ethics, deontological or consequentialist theories); by normatively assessing individual, professional, and institutional decisions; and by articulating their personal engagement with the meaning of the right and the good.

1.2 Analyze, critically evaluate, and apply major ethical theories and traditions to significant personal, professional, and institutional decisions. As part of such efforts, students will be able to articulate that they understand some central ethical concepts such as justice, happiness, the good, virtue, dignity, rights, and equality.

1.3 Demonstrate appreciation of nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.

1.4 Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person.

BUSINESS students must satisfy this requirement with MGMT 6 or PHIL 6.

Note: Not all courses with the word “Ethics” in the title satisfy this requirement.

ENGINEERING and ARTS AND SCIENCES students may select any of the following courses.

Engineering
19 Ethics in Technology

Management (MGMT)
6 Business Ethics

Philosophy (PHIL)
2 Introduction to Ethics
3A Ethics in the Digital Age
4A Ethics & Gender
5 Ethical Issues in Society
5A Ethics and Marginalized Persons
6 Ethical Issues in Business
7 Ethics in Medicine
8 Ethical Issues in Politics
9 Environmental Ethics
10 Ethics in Law
109 Ethics & the Environment
111 Bioethics & the Law
113 Ethics & Constitutional Law
115 Feminism & Ethics
116 Ethics, Authenticity, Freedom and Vocation
121 Classic Issues in Ethics
122B Political Philosophy and Ethics
123 Marx & Ethics

Psychology (PSYC)
114 Ethics in Psychology
115 Feminism & Ethics
116 Ethics, Authenticity, Freedom and Vocation

122B Political Philosophy and Ethics
123 Marx & Ethics

Theology, Ethics and Spirituality (TESP)
159 Ethics of War & Peace

Women’s and Gender Studies (WGST)
58 Ethics & Gender
184 Feminism & Ethics

7. CIVIC ENGAGEMENT

GOALS: Civic Life, Collaboration, Civic Engagement, Communication

LEARNING OBJECTIVES: Students will:

1.1 Critically evaluate and express reasoned opinions about the role of public organizations (governmental, nongovernmental, multilateral, or international) in civic life through both oral and written work.

1.2 Analyze and evaluate civic issues by engaging in active and collaborative learning with peers and others through one or more of the following: (a) working cooperatively with other students in class; (b) actual observation and participation in the contemporary ramifications of various types of civic life or civic discourse; or (c) working with civic organizations beyond the walls of the University.

BUSINESS students must satisfy this requirement with MGMT 162 plus PHIL 6 or MGMT 6.

ENGINEERING students satisfy this requirement with ENGR 1 plus a capstone course in their major or with one of the courses listed below. ARTS AND SCIENCES students select any course from this list.

Anthropology (ANTH)
151 Law & Society
154 Environmental Anthropology
155 Conflict Resolution
158 Applied Anthropology

Classics (CLAS)
187 The Democratic Muse: Public Art in Athens and the United States
188 Classical Origins of Justice

Communication (COMM)
120A Environmental Communication
122A Media and Advocacy
127A Media and Social Movements
167A The News Media
168A Race, Gender & Politics in the News
170A Communication Law

Dance (DANC)
50/159 Teaching the Performing Arts

Environmental Studies (ENVS)
22 Introduction to Environmental Studies
122 Environmental Politics and Policy

Ethnic Studies (ETHN)
130 Black Political Thought in Action
134 Black Social Movements
156 Race, Gender & Environmental Justice

Experiential Learning for Social Justice (ELJS)
50 Law & Social Justice

French (FREN)
173 Immigration, Race & Identity in Contemporary France

History (HIST)
85 Introduction to U.S. Environmental History
96A Intro History of the U.S. I
96B Intro History of the U.S. II
155 Gender, Race & Citizenship

118 Representation, Rights & Democracy (1050–1792)
128 Victorian London
130A French Enlightenment & Revolutions in Global Context
130B Late Modern France & the World
184 American Historical Geography

185 African-American Pursuit of Freedom: By the Ballot or the Bullet, by the Bible for the Gun
186 History of California
LEARNING OBJECTIVES:

Diverse, Perspective, and human experience, identity, orientation, or physical ability.

Anthropology (ANTH)
90 Cross-Cultural Study of Women, Gender, & Sexuality
146 Perspectives on the Spanish and Native American Experience
148 Historical Archaeology
157 Family & Culture
199 Visual Anthropology

Art History (ARTH)
146 African American Art
185 Post-Modern & Contemporary Art
186 History of Photography
188 Women in the Visual Arts

Communication (COMM)
107A Intercultural Communication
121A Minorities & the Media
164A Race, Gender & Public Health in the News
168A Race, Gender & Politics in the News

Dance (DANC)
62/162 African American Dance History
66/166 Women in Dance History

Economics (ECON)
166 Race, Ethnicity, & Gender in the U.S. Economy

Education (EDUC)
106 Urban Education & Multi-Culturalism

English (ENGL)
35 African American Literature
35G African American Women Writers
38 Asian American Literature

Ethnic Studies (ETHN)
5 Intro to Study of Race & Ethnicity
10 Introduction to Native American Studies
20 Intro to Chicano/a Studies
30 Intro to African American Women Writers
35 African American Women Writers
36 African American Literature
40 Intro to Asian American Studies
50 Intro to Filipino Studies
51 Intro to the South Asian Experience in the U.S.
65 Drama of Diversity

8. DIVERSITY: U.S. PERSPECTIVES

GOALS: Diversity, Perspective, Social Justice, Complexity

Students will:

1. Describe examples of diverse human experiences, identities, and cultures in the United States.
2. Identify and discuss paradigms that lead to inequity and injustice.
3. Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.
4. Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.

106 Urban Education and Multiculturalism
Women and Gender Studies (WGST)

14 African American Women Writers
15 Literature by Women Writers of Color
50 Intro to Women's & Gender Studies
51 Introduction to LGBTQ Studies
57 Women in American Society
101 Feminist Theory
111 Asian American Women
112 Women of Color in the U.S.
113 Environmental Racism, Gender & Justice
114 Race, Gender, Class & the College Experience
115 Race, Class & Gender in the United States
117 Race, Gender and Politics in the News
118 Women & Law
134 Film, Gender, & Sexuality
134AW Film, Gender & Sexuality
136 Interdisciplinary Gay & Lesbian Studies
138 Gays/Lesbians in U.S. History
155 Family & Culture
156 Women in the Visual Arts
163 Feminist Literary Theory & Criticism
164 Studies in 19th-Century American Literature
173 United States Women since 1900
180 Women & Politics

9. ARTS

GOALS: Arts & Humanities, Complexity, Communication, Collaboration

LEARNING OBJECTIVES:

Students will:
1.1 Create and interpret art, individually and collaboratively.
1.2 Through artistic creation express knowledge and understanding of the world, humanity, and themselves.
1.3 Analyze and critique art to inform and inspire their own creative practice.

ENGINEERING students will satisfy this requirement with English 181 plus the Senior Design Project for their major or as below. ARTS AND SCIENCES and BUSINESS students will complete a total of four quarter units, selecting from the following courses, some of which carry fewer than four units.

Studio Art (ARTS)
30 Basic Drawing
32 Two Dimensional Design
35/135 Basic Printmaking
43/143 Basic Painting
46/146 Basic Watercolor/Watercolor
48/148 Mixed Media Painting
50/150 Basic Black & White Camera & Darkroom
51/151 Exploring Society through Photography
57/157 Digital Photography
63/163 Basic Ceramic Sculpture
64/164 Basic Sculpture
71 Digital Printmaking
72 Survey of Computer Arts
73/173 3D Animation & Modeling
74/174 Basic Computer Imaging
75/175 Graphic Arts
179 Multimedia/Interactive Projects

Communication (COMM)
30 Visual Communication
31 Introduction to Digital Film Making
131B Intermediate Dramatic Production
132B Intermediate Documentary Production

Music (MUSC)
1 Music Theory I
1A Aural Skills
8 Introduction to Music
9 Introduction to Electronic Music
30 Beginning Piano
34 Beginning Voice Class
36 Beginning Guitar
37 Beginning Composition Class
40/140 University Orchestra
42/142 Concert Choir
43/143 Chamber Singers
54/154 Concert Band

15 Experimental Sound Design
156 Improvisation
157 Laptop Orchestra

Theatre (THTR)
7 Improv
8 Acting for Non-Majors
10 Intro to Performance Collaboration
20 Acting I
21 Voice I: Voice, Speech & Presentation Skills
30 Introduction to Design
31 Introduction to Production
32 Costume Construction
33 Stage Lighting

133 Scenic Design
134 Costume Design

10. NATURAL SCIENCE

GOALS: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning

LEARNING OBJECTIVES:

Students will:
1.1 Demonstrate a basic understanding of the theory and concepts central to the study of a particular topic or discipline in the natural sciences.
1.2 Apply scientific reasoning and methods of inquiry, such as formulating testable hypotheses, designing informative experiments, or collecting experimental or observational data that explain phenomena in the natural world.
1.3 Interpret scientific data qualitatively and quantitatively, in order to derive conclusions consistent with the scope and quality of the data.
1.4 Recognize limitations of experimental and observational methods, and understand concepts of probability, causation, and correlation.

Anthropology (ANTH)
1 Introduction to Biological Anthropology
2 Introduction to Archeology

Biology (BIOL)
1 Evolution, Genetics & Humankind
3 Fitness Physiology
4 Light & Life
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>5  Endangered Ecosystems</td>
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<tr>
<td>6  Oceans: Biology, Ecology &amp; Sustainability</td>
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<tr>
<td>13 Human Biology</td>
<td></td>
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<tr>
<td>18 Exploring Biotechnology</td>
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<tr>
<td>19 Biology for Teachers</td>
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<tr>
<td>157 Environmental Biology in the Tropics</td>
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<tr>
<td>Chemistry (CHEM)</td>
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<tr>
<td>1 Chemistry in the Environment</td>
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<tr>
<td>5 Chemistry—An Experimental Science</td>
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<tr>
<td>11 General Chemistry I</td>
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<td>19 Chemistry for Teachers</td>
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<tr>
<td><em>Although CHEM 11 fulfills the Core Natural Science requirement, this rigorous chemistry course is designed for science and engineering majors and students taking the required courses for healthcare careers.</em></td>
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<tr>
<td>Environmental Studies (ENVS)</td>
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<tr>
<td>20 The Water Wars of California</td>
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<tr>
<td>21 Introduction to Environmental Science</td>
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<tr>
<td>23 Soil, Water &amp; Air</td>
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<tr>
<td>141 Environmental Biology in the Tropics</td>
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<tr>
<td>Physics (PHYS)</td>
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<tr>
<td>1 Hands-on Physics</td>
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<tr>
<td>2 Introduction to Astronomy—The Solar System</td>
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<tr>
<td>3 Introduction to Astronomy—The Universe</td>
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<tr>
<td>4 Physics of Dance</td>
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<tr>
<td>9 Introduction to Earth Sciences</td>
<td></td>
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<tr>
<td>General Physics II</td>
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<tr>
<td>32 Physics for Scientists &amp; Engineers II</td>
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</tr>
<tr>
<td>33 Physics for Scientists &amp; Engineers III</td>
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<tr>
<td>Psychology (PSYC)</td>
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<tr>
<td>65 Foundations of Behavioral Neuroscience</td>
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<tr>
<td>11 SOCIAL SCIENCE</td>
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<tr>
<td>GOALS: Scientific Inquiry, Complexity, Critical Thinking, Mathematical &amp; Quantitative Reasoning</td>
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<td>LEARNING OBJECTIVES:</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>1.1 Apply deductive and inductive reasoning to analyze social science topics.</td>
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<tr>
<td>1.2 Evaluate evidence used to validate theories, hypotheses, or predictions.</td>
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<tr>
<td>1.3 Appreciate that theories and data analysis often admit multiple interpretations, and evaluate the relative merits of alternative perspectives.</td>
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<tr>
<td>BUSINESS students satisfy this requirement with ECON 1. ENGINEERING and ARTS AND SCIENCES students select any course from the following list.</td>
<td></td>
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<tr>
<td>Anthropology (ANTH)</td>
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<tr>
<td>2 Introduction to Archeology</td>
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<tr>
<td>3 Introduction to Cultural Anthropology</td>
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<tr>
<td>Economics (ECON)</td>
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<tr>
<td>1 Principles of Microeconomics</td>
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<td>1E Principles of Microeconomics</td>
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<tr>
<td>2 Principles of Macroeconomics</td>
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<tr>
<td>129BF Economic Development</td>
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<tr>
<td>Liberal Studies (LBST)</td>
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<tr>
<td>100 Understanding Research in the Social Sciences</td>
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<tr>
<td>Political Science (POLI)</td>
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<tr>
<td>2 Introduction to Comparative Politics</td>
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<tr>
<td>134 Race &amp; Ethnicity in the Politics of Developed States</td>
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<tr>
<td>143 Democracy &amp; Democracy Building</td>
<td></td>
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<tr>
<td>145 Politics of Former Communist States</td>
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<td>Psychology (PSYC)</td>
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<tr>
<td>1 General Psychology I</td>
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<td>2 General Psychology II</td>
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<tr>
<td>Sociology (SOCI)</td>
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<tr>
<td>1 Principles of Sociology</td>
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<tr>
<td>12. RELIGION, THEOLOGY &amp; CULTURE 2</td>
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<tr>
<td>GOALS: Critical Thinking, Complexity, Religious Reflection</td>
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<tr>
<td>LEARNING OBJECTIVES:</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief).</td>
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<tr>
<td>2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.</td>
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<tr>
<td>2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.</td>
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<tr>
<td>Students choose one course from the list below.</td>
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<tr>
<td>Note: The department recommends that RTC 2 be taken after the completion of 44 units.</td>
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<tr>
<td>PREREQUISITE: Religion, Theology &amp; Culture 1</td>
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<tr>
<td>Anthropology (ANTH)</td>
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<tr>
<td>150 Religion in Culture and Society</td>
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<tr>
<td>Classics (CLAS)</td>
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<tr>
<td>12A Gods &amp; Mortals (Engineering majors only)</td>
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<tr>
<td>63 Ancient Envo: Sex and Religion in Ancient Greece</td>
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<tr>
<td>65 Classic Mythology</td>
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<tr>
<td>67 Ancient Greek Religion</td>
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<tr>
<td>68 Ancient Roman Religion</td>
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<tr>
<td>69 Early Christianity</td>
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<tr>
<td>Communication (COMM)</td>
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<tr>
<td>175A Theology &amp; Communication</td>
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<tr>
<td>179A The Internet, Faith, &amp; Globalization</td>
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<tr>
<td>English (ENGL)</td>
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<tr>
<td>161 Bible as Literature</td>
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<tr>
<td>189 Literature &amp; Religion</td>
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<tr>
<td>Engineering (ENGR)</td>
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<tr>
<td>143 Science, Religion and the Limits of Knowledge</td>
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<tr>
<td>History (HIST)</td>
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<tr>
<td>16 Ancient Greek Religion</td>
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<td>17 Ancient Roman Religion</td>
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<tr>
<td>103 Jesus History &amp; Spirituality</td>
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<tr>
<td>117 State &amp; Church in the Middle Ages, 1000–1450</td>
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<tr>
<td>120 The Crusades: Christian &amp; Muslim Perspectives</td>
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<tr>
<td>126 Conflicts in Medieval Christianity</td>
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<tr>
<td>129 Medieval Intellectual History</td>
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<tr>
<td>Political Science (POLI)</td>
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<tr>
<td>139 Religion &amp; Politics in the Developing World</td>
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<tr>
<td>Religion and Society (RSOC)</td>
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<tr>
<td>31 Peace, Non-violence &amp; Documentary Film</td>
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<td>33 Maya Spirituality</td>
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<td>38 Religion &amp; Culture: Africa</td>
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<td>44 African Christianity</td>
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<td>46 African Religion &amp; Culture</td>
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<tr>
<td>49 Religion, Politics &amp; Civil Society</td>
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<td>51 Religion in America</td>
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<td>54 Comparative Religion &amp; Social Theory</td>
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<td>67 Film &amp; Judaism</td>
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<td>81 Islam</td>
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<td>85 Hinduism</td>
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<td>86 Buddhism</td>
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<td>87 Buddhism &amp; Film</td>
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<tr>
<td>90 Theories &amp; Methods</td>
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<td>91 Native Spiritual Traditions</td>
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<tr>
<td>96 Latin American Theology</td>
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<tr>
<td>99 Sociology of Religion</td>
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<td>Scripture and Traditions (SCTR)</td>
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<tr>
<td>23 Christ in the Four Gospels</td>
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<tr>
<td>26 Gender in Early Christianity</td>
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<td>27 The Historical Jesus</td>
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<tr>
<td>35 Science vs. The Bible—The Genesis Debates</td>
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<td>48 Jesus the Jew</td>
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<tr>
<td>65 Early Christianity</td>
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<tr>
<td>Theology, Ethics, and Spirituality (TESP)</td>
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<tr>
<td>23 Church in the World</td>
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<tr>
<td>43 Catholic Social Thought</td>
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<tr>
<td>45 Christian Ethics</td>
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<tr>
<td>46 Faith, Justice &amp; Poverty</td>
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<td>50 Catholic Theology</td>
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<tr>
<td>58 Theology of Vatican II</td>
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<tr>
<td>64 Environmental Justice in the Catholic Imagination</td>
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<tr>
<td>65 U.S. Hispanic Theology</td>
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<tr>
<td>71 Mysnism in Catholicism</td>
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<tr>
<td>72 Darwin, God &amp; the Poet</td>
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<tr>
<td>77 Encounters of Religion in &amp; around America</td>
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<tr>
<td>79 Women in Christian Tradition</td>
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<tr>
<td>82 Witches, Saints &amp; Heretics</td>
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<tr>
<td>84 Spirituality &amp; Sustainability</td>
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<td>88 Hope &amp; Prophectic Politics</td>
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<tr>
<td>Women's and Gender Studies (WGST)</td>
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<tr>
<td>46 Gender in Early Christianity</td>
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<tr>
<td>13. CULTURES &amp; IDEAS 3</td>
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<tr>
<td>GOALS: Global Cultures, Diversity, Critical Thinking, Perspective</td>
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<td>LEARNING OBJECTIVES:</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts.</td>
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<td>3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline.</td>
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<tr>
<td>3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society.</td>
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</table>
1.2 Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment.

1.3 Analyze and evaluate the social impact of science and/or technology and how science and/or technology are themselves impacted by the needs and demands of society.

ENGINEERING students satisfy this requirement through a combination of ENGL 181 and 182 and the capstone for the major or with any of the courses listed below.

Most BUSINESS students satisfy this requirement with OMIS 34. However, business students who are considering a major in accounting should take ACTG 134 to satisfy this requirement. Business students who declare a major or a minor in management information systems will take OMIS 30 or OMIS 31 which will satisfy the information systems requirement in the business core, and should choose a course to satisfy Science, Technology, and Society from this list of approved courses.

ARTS AND SCIENCES students select any course from this list, or may choose to satisfy this requirement by completing CSCI 10 and a CTW with STSPAR 1 & 2 sequence.

### Accounting (ACTG)
- 134 Accounting Information Systems
- 164A Race, Gender & Public Health in the News
- 176A Biology of Human Communication

### Anthropology (ANTH)
- 4 Vanished Peoples & Lost Civilizations
- 5 Biological Anthropology & Popular Culture
- 132 Paleanthropology
- 133 Human Nutrition & Culture: A Biocultural Perspective
- 134 Health, Disease & Culture
- 135 Human Development & Sexuality
- 136 Introduction to Forensic Anthropology
- 140 Food, Culture & Environment
- 147 The Archaeology of Complex Societies
- 189 North American Prehistory
- 197 Field Course in Primate Behavioral Ecology

### Biology (BIOL)
- 109 Genetics & Society
- 135 Biofuels: Sustainable Energy for the Future?
- 144 Natural History of Baja
- 159 Plagues in the Age of Insects
- 171 Social & Ethical Dimensions of Biotechnology
- 197 Field Course in Primate Behavioral Ecology

### Business (BUSN)
- 150 Feeding the World

### Communication (COMM)
- 12 Technology & Communication
- 149B Science News

### Computer Sciences (CSCI)
- 3 Introduction to Computing & Applications

### Engineering (ENGR)
- 60 Sustainable Electric Energy
- 160 Nanotechnology & Society

### English (ENGL)
- 108 Writing About Medicine: Issues & Debates
- 138 Internet Culture & Information Society

### Environmental Studies (ENVS)
- 10 The Joy of Garbage
- 80 Energy & the Environment
- 115 GIS in Environmental Studies
- 135 Biofuels: Sustainable Energy for the Future?

### Environmental Studies & Technology (ENST)
- 144 Natural History of Baja
- 145 Environmental Technology
- 153 Conservation Science
- 158 Conservation Psychology

### History (HIST)
- 113 Seeing, Visual Culture and Technology
- 125 History of the Senses
- 179 Special Topics in Science, Technology & Society

### Information Systems (OMIS)
- 160 CHAOS Theory, Metamathematics & the Limits of Knowledge

### Philosophy (PHIL)
- 80 Science Technology & Society
- 83 Neuroscience, Values & Law
- 140 Philosophy of Science

### Physics (PHYS)
- 5 The Physics of Star Trek
- 8 Intro to Space Sciences

### Psychology (PSYC)
- 50 Ways of Knowing
- 83 Neuroscience, Values & Law
- 158 Conservation Psychology

### Public Health Sciences (PHSC)
- 1 Human Health & Disease
- 28 Human Sexuality

### Public Health Sciences and Technology (PHST)
- 100 Introduction to Epidemiology
- 120 Technology, Innovation & Public Health

### Sociology (SOCI)
- 49 Computer, Internet & Society
- 120 Quantitative Methods & Applied Stats

### Technology & Society
- 164 Collective Behavior
- 177 Managing with the Internet

### Mechanical Engineering (MECH)
- 144 Smart Product Design

### Music (MUSC)
- 180 Thinking About Music Now

### Operations Management and Information Systems (OMIS)
- 34 Science, Information Technology, Business & Society

### Philosophy (PHIL)
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### Public Health Sciences and Technology (PHST)
- 100 Introduction to Epidemiology
- 120 Technology, Innovation & Public Health

### Sociology (SOCI)
- 49 Computer, Internet & Society
- 120 Quantitative Methods & Applied Stats

### Technology & Society
- 164 Collective Behavior
- 177 Managing with the Internet

### Mechanical Engineering (MECH)
- 144 Smart Product Design

### Music (MUSC)
- 180 Thinking About Music Now

### Operations Management and Information Systems (OMIS)
- 34 Science, Information Technology, Business & Society

### Philosophy (PHIL)
- 80 Science Technology & Society
- 83 Neuroscience, Values & Law
- 140 Philosophy of Science

### Physics (PHYS)
- 5 The Physics of Star Trek
- 8 Intro to Space Sciences

### Psychology (PSYC)
- 50 Ways of Knowing
- 83 Neuroscience, Values & Law
- 158 Conservation Psychology

### Public Health Sciences (PHSC)
- 1 Human Health & Disease
- 28 Human Sexuality

### Public Health Sciences and Technology (PHST)
- 100 Introduction to Epidemiology
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16. EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE

GOALS: Social Justice, Civic Life, Perspective, Civic Engagement

LEARNING OBJECTIVES: Students will:

1. Recognize the benefits of lifelong responsible citizenship and civic engagement in personal and professional activities.

2. Understand and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess.

3. Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups.

4. Make vocational choices in light of both their greatest gifts and the world’s greatest needs.

This requirement can be satisfied two ways: with one of the approved courses listed below or with an ELSJ milestone. See www.scu.edu/provost/ugst/core/elsj/index.cfm for more information about ELSJ placements and milestones.

Anthropology (ANTH)

3 Introduction to Cultural Anthropology

Biology (BIOL)

188 STEM Education and Justice

Business (BUSN)

151B Food, Hunger, Poverty & Environment Immersion (formerly BUSN 151)

188 Field Studies: Neighborhood Prosperity Initiative

195EL Reflecting on Global Fellowships

Communication (COMM)

40EL Introduction to Journalism (cross-listed with ETHN 60)

107A Intercultural Communication

141B Advanced Journalism

Dance (DANC)

59/159 Teaching the Performing Arts

69/169 Walk Across California

189 Social Justice & the Arts

English (ENGL)

106EL Advanced Writing: Good Citizens

126 Creative Writing & Social Justice

146EL Victorian Literature

190EL Contemporary Literature

Environmental Studies (ENVS)

131 Environmental Education

155 Environmental & Food Justice
Ethnic Studies (ETHN)
60 Introduction to Journalism (cross-listed with COMM 40EL)
160 Documentary Making for Social Justice
161 Creating Diverse College-Going Communities
Experiential Learning for Social Justice (ELS)
22 Solidarity with the Community
23 Careers for the Common Good
30 Discernment for Justice in the Catholic Jesuit Tradition
50 Law & Social Justice
135 Research in Social Entrepreneurship
198 Applied Ethics Internship: Healthcare (formerly MARK 198)
International Programs (INTL)
139 Field Praxis/Placement
198 Applied Ethics Internship: Community-based Learning in Village Libraries
Leadership, Excellence, and Academic Development (LEAD)
10 Difficult Dialogues: Creating College-Going Communities
Liberal Studies (LBST)
106 Urban Education & Multiculturalism (formerly EDUC 106)
Management (MGMT)
8 Business Ethics in Practice
Philosophy (PHIL)
5 Ethics and Marginalized Persons
70 Philosophy & Disability
Political Science (POLI)
3 Introduction to World Politics
31 Community Health
170 Health Care and Public Health in El Salvador
Religion and Society (RSOC)
99 Sociology of Religion
Scripture and Tradition (SCTR)
128 Human Suffering and Hope
Sociology (SOCI)
30 Self, Community & Society
148 Stakeholder Diversity in Contemporary American Organizations
165 Human Services
Spanish (SPAN)
21E Intermediate Spanish I
22E Intermediate Spanish II
23E Intermediate Spanish III
Studio Arts (ARTS)
151 Exploring Society through Photography
Theology, Ethics, and Spirituality (TESP)
43 Catholic Social Thought
45 Christian Ethics
46 Faith, Justice & Poverty
157 Ethics in the Health Professions
158 Immigration & Ethics
183 Ignatian Spirituality
Public Health Science (PHSC)
31 Community Health
170 Health Care and Public Health in El Salvador
Religion and Society (RSOC)
99 Sociology of Religion
Scripture and Tradition (SCTR)
128 Human Suffering and Hope
Sociology (SOCI)
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45 Christian Ethics
46 Faith, Justice & Poverty
157 Ethics in the Health Professions
158 Immigration & Ethics
183 Ignatian Spirituality
17. ADVANCED WRITING
GOALS: Critical Thinking, Complexity, Communication
LEARNING OBJECTIVES:
1. Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation of a specific discipline.
1. Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.
1. Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument appropriate for a specific discipline.
1. Consciously understand their writing processes as modes of learning and intentionally manipulate those processes in response to diverse learning tasks.
ENGINEERING students must satisfy this requirement with ENGL 181, 182A, and 182B. BUSINESS students must satisfy this requirement with BUSN 179.
ARTS AND SCIENCES students select any course from this list.
Anthropology (ANTH)
114 Senior Project
Art History (ARTH)
100 Proseminar in History & Methods of Art History
Business (BUSN)
179 Communications in Business
Chemistry (CHEM)
112 Bioanalytical Chemistry
Clasics (CLAS)
181 Classical Tragedy
188 Classical Origins of Justice
Communication (COMM)
130 Global Screenwriting
141B Advanced Journalism
145B Legal Journalism
146B Magazine Journalism
English (ENGL)
20 Introduction to Literary Study
54 Introduction to Shakespeare
73 Life Writing
79A Writing about Literature & Culture
79G Writing About Literature & Culture
105 Literary & Social Justice
106 Advanced Writing
107 Life Stories & Film
108 Writing about Medicine: Issues & Debates
109 Literature and Performance
110 Classical Tragedy
122W Film, Gender & Sexuality
128 Contemporary Literature & Film of Arab World
138 Internet Culture in the Information Society
171 Advanced Fiction Writing
174 Nonfiction Writing
175 Creative Nonfiction
176 Intensive Writing
177 Argumentation
178 Technical Communications
179 Practical Business Rhetoric
180 Writing for Teachers
182 Engineering Communications
183 Writing for Business
185 Grants, Proposals & Reports
191A Practicum for Writing Tutors
99TL Special Topics
99SAW Playwriting
Environmental Studies (ENVS)
21 Introduction to Applied Ecology L&L (formerly Intro to Environmental Science)
23 Introduction to Earth Systems L&L (formerly Soil, Water & Air)
42 Writing Natural History
Ethnic Studies (ETHN)
385 Senior Seminar in Racial/ Ethnic Politics
History (HIST)
101S Historical Writing
Honors Program (HNRS)
120AW Advanced Difficult Dialogues
Leadership, Excellence, and Academic Development (LEAD)
100AW Advanced Difficult Dialogues Seminar
Liberal Studies (LBST)
100 Understanding Research in the Social Sciences
18. PATHWAYS

META-GOALS: Intentional Learning, Integrative Learning

LEARNING OBJECTIVES: Students will:

1.1 Describe connections among courses in their Pathways and between their Pathways and their majors.

1.2 Analyze a significant issue from at least two different disciplinary or methodological perspectives.

1.3 Reflect on the learning process itself and on the past and future of their vocational and educational choices.

Pathways, clusters of courses with a common theme, promote integrative and intentional learning. More specifically, they promote the ability to make intentional and reflective educational choices; to study a theme from a number of disciplinary or methodological perspectives; and to perceive connections and relationships among ideas.

ENGINEERING students will complete at least 12 units, usually three courses, approved for a Pathway. ARTS & SCIENCES and BUSINESS students will complete at least 16 units, usually four courses, approved for a Pathway.

DECLARING A PATHWAY
By the end of the sophomore year, students will declare a Pathway through eCampus. Transfer students will declare their Pathway after three quarters. Students may change Pathways through eCampus.

COMPLETING A PATHWAY: PATHWAY REFLECTION ESSAY
After students have completed 100 units, but before petitioning to graduate, each student will submit electronic copies of a two to three-page reflection essay and representative assignments from each Pathway course.

For more details, see: www.scu.edu/pathways.

GUIDELINES FOR PATHWAYS

- All majors in the College of Arts & Sciences and Leavey School of Business except transfer students who matriculate with 44 or more units of transfer credit complete four-course Pathways. If a Pathway includes 2-unit courses, five courses will be required.
- All engineering majors and transfer students who enroll with 44 or more units of transfer credit complete three-course Pathways.

- Students may include no more than two courses from any subject (e.g., ANTH, BIOL, ENGL, TESP).
- Please note that ENVS, ETHN, LBST, PHSC, and WGST are exempt from the above two-course rule because courses in these areas are inherently interdisciplinary.
- A student’s Pathway may contain no more than two courses in either the Cultures & Ideas sequence (C & I 1, 2, and 3) or the Religion, Theology, & Culture sequence (RTC 1, 2, and 3).

- Only one course in a Pathway may be a Foundations course (normally taken the first year). Note: C&E 1 and 2 are Foundations courses, but C&E 3 is not; RTC 1 is a Foundations course, but RTC 2 and 3 are not.
- Some courses will be appropriate for more than one Pathway, but students will complete only one Pathway.
- Students may petition to have one study abroad courses count toward a Pathway.
- Any course a student wants to include within a Pathway must have been approved for the Pathway. A list of approved courses is available on the Core website: www.scu.edu/pathways/; choose ‘Pathway Listings.’

- Some courses will be appropriate for more than one Pathway, but students will complete only one Pathway.
- Students may petition to have one study abroad courses count toward a Pathway.
- Any course a student wants to include within a Pathway must have been approved for the Pathway. A list of approved courses is available on the Core website: www.scu.edu/pathways/; choose ‘Pathway Listings.’
Conclusion

Leavey School of Business Requirements

All business students, regardless of major, are required to take the following courses in addition to the University-wide Core Curriculum requirements:

**Calculus:** Two courses: MATH 11 (Calculus & Analytic Geometry I) or MATH 30 (Calculus for Business I); and MATH 12 (Calculus & Analytic Geometry II) or MATH 31 (Calculus for Business II). MATH 11 or 30 also satisfies the University-wide Mathematics requirement.

Most business students take the Calculus for Business courses (MATH 30 and 31). Students who plan to take additional math should plan to take the Calculus and Analytic Geometry courses (MATH 11 and 12).

**Introduction to Business:** Two courses: BUSN 70 (Contemporary Business Issues) and OMIS 15 (Introduction to Spreadsheets). Both should normally be completed during the freshman year.

**Accounting:** Two courses in Accounting: ACTG 11 (Introduction to Financial Accounting) and ACTG 12 (Introduction to Managerial Accounting)

**Economics:** Three courses: ECON 1 (Principles of Microeconomics), ECON 2 (Principles of Macroeconomics), and ECON 3 (International Economics, Development & Growth). ECON 1 also satisfies the University-wide Social Science requirement.

**Business Ethics:** MGMT 6 (Business Ethics) or PHIL 6 (Ethical Issues in Business). Also satisfies the University-wide Ethics requirement.

**Global Business:** MGMT 80 (Global & Cultural Environment of Business). Also satisfies the University-wide Cultures & Ideas 3 requirement when the course is taken on the SCU campus.

**Business Law:** One course in Business Law: BUSN 85 (Business Law).