



2011-12

Core Curriculum Guide

SANTA CLARA UNIVERSITY

CORE REQUIREMENTS

FOUNDATIONS

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

EXPLORATIONS

- Ethics
- Civic Engagement
- Diversity
- 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 are elements within existing courses for the Core or major, not additional required courses.

*Engineering students take three Pathway courses; other students take 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
- Religion, Theology & Culture courses must be taken in sequence
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units
- Science, Technology & Society is normally taken after completing Natural Science and Social Science courses

Note:

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.

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 courses.

Welcome to Santa Clara University. This guide provides information about the Undergraduate Core Curriculum—the array of educational experiences that build foundations and supply contexts for the more specialized study in the majors. The Core is the broadest of the four categories of courses students must complete to earn a degree:

- University-wide Core requirements
- School- or Program-specific Core requirements
- Major requirements
- Electives

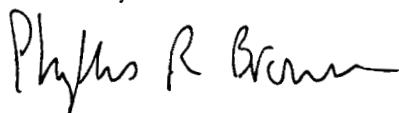
The Undergraduate Core aims to prepare students for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need. To do so, Core courses foster the knowledge, the habits of mind and heart, and the practices of engagement with the world that are fundamental to citizenship in a globalizing world. Our Core Curriculum emphasizes critical judgment, clear expression, ethical decision making, and concern for others. With these emphases, the Core integrates the values of a 450-year-old tradition of Jesuit education with a new emphasis on intentional, integrative, and engaged learning and educates men and women to be leaders of competence, conscience, and compassion.

Undergraduate Core requirements are structured in three parts: Foundations, Explorations, and Integrations. All students begin with Foundations courses, but they have considerable freedom to create their own sequences of Explorations and Integrations courses. The Core experience culminates with each student's completion of an individualized Pathway made up of courses in the Core and the major focusing on a particular topic or theme. Additional information about each component of the Core is provided in the following pages and is updated as necessary on the Core Curriculum website (www.scu.edu/core).

I urge you to view the Core Curriculum requirements as opportunities to explore new subject areas, challenge yourself, and have fun with other students embarking on similar curricular journeys. The Core can help you pursue existing interests more fully, investigate new ideas and subjects, and round out the discipline-specific knowledge you will gain from your major requirements.

Finally, please accept my best wishes for future success as you begin your academic adventure at Santa Clara University.

Sincerely,



Phyllis R. Brown
Associate Provost for Undergraduate Education
Director, Undergraduate Core Curriculum

Table of Contents

UNDERGRADUATE CORE CURRICULUM

Overview 3
Components..... 4
Policies.....5

FOUNDATIONS..... 8
Critical Thinking & Writing 1 and 2 8
Cultures & Ideas 1 and 2 8
Second Language..... 9
Mathematics..... 10
Religion, Theology & Culture 1 10

EXPLORATIONS..... 11
Ethics..... 11
Civic Engagement 12
Diversity 13
Arts 14
Natural Science 15
Social Science 16
Religion, Theology & Culture 2..... 16
Cultures & Ideas 3 17
Science, Technology & Society..... 19
Religion, Theology & Culture 3..... 20

INTEGRATIONS 21
Experiential Learning for Social Justice..... 21
Advanced Writing..... 22
Pathways..... 23

SCHOOL REQUIREMENTS

College of Arts and Sciences Requirements 24
Engineering School Requirements 24
Leavey School of Business Requirements..... 24

Undergraduate Core Curriculum

A university expresses its most basic values in its Core Curriculum, the part of an undergraduate education required of all students. Santa Clara University's Core Curriculum explicitly integrates three traditions of higher education. As a Catholic university, Santa Clara is rooted in the tradition of pursuing an understanding of God through the free exercise of reason. As a Jesuit university, Santa Clara promotes a humanistic education that leads toward an ethical engagement with the world. As a comprehensive American university committed to liberal education, Santa Clara seeks to prepare its students for intelligent, responsible, and creative citizenship. The distinctiveness of a Santa Clara education develops from the complex interrelationship of these three traditions in courses that foster the kind of informed and ethical decision making that characterizes citizens and leaders motivated by competence, conscience, and compassion.

Core Curriculum Learning Goals

Because a liberal education in the Jesuit tradition is oriented toward particular ends, and because the ongoing renewal of the University's work requires sustained, honest reflection on the ways students accomplish these ends, the Core Curriculum affirms the following central learning goals. Although the goals are divided among three categories—Knowledge, Habits of Mind and Heart, and Engagement with the World—they often overlap, intersect, and imply one another.

Knowledge: To be prepared for well-informed engagement in society, students must comprehend what has shaped the world they have inherited, the evolving ways of understanding it, and how they might transform it for the better. To that end, the Core deepens students' knowledge of the most profound ideas and ways of knowing that emerge from the arts, humanities, and natural and social sciences.

Habits of Mind and Heart: To contribute to a rapidly changing, complex, and interdependent world, students must develop ways of thinking, feeling, and acting that allow them to educate themselves for the rest of their lives with passion and purpose. By attending to the cognitive and affective dimensions of human experience, the Core enables students to think more deeply, imagine more freely, and communicate more clearly.

Engagement with the World: To engage the world in meaningful ways, students need opportunities to explore and refine self-knowledge in relation to others. The Core enhances students' understanding of the integrity of their own lives and the dignity inherent in the lives of others, especially the impoverished, suffering and marginalized.

Core Curriculum Components

The Santa Clara Core Curriculum consists of two phases of academic work designed to foster developmental learning and curricular coherence—**Foundations** and **Explorations**—and a third phase—**Integrations**—designed to help students make connections among courses in the Core and between the Core and the major. The table on the inside cover of this Guide provides a visual representation of the structure of the Core.

Foundations

Students engage with the challenging learning goals of a Santa Clara education in the first Core Curriculum courses they complete. Critical Thinking & Writing and Cultures & Ideas sequences, at least one of which is linked with the student's Residential Learning Community, are carefully selected for first-year students on the basis of student interest and requirements for majors when the students have declared a major. These sequences introduce students to university learning in the context of complex, multidimensional topics and a rigorous intellectual environment in and outside the classroom. Small classes linked with the Residential Learning Communities create opportunities for mentoring relationships with professors, build communities among students, and promote intentional, reflective learning. An emphasis on the relationships among global cultures, including cultures in Europe and North America, provides students with opportunities to study diverse as well as shared human experience across historical periods. And an emphasis on the knowledge and skills central to liberal education—writing, language, culture, mathematics, and religion—provides a shared intellectual foundation, challenging students to sharpen the reflective and analytic skills they will need in whatever academic, career, and personal paths they choose.

Explorations

Explorations courses, taken throughout the four years of study, 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 these courses students continue to develop knowledge, habits of mind and heart, and ways of engaging with the world, building on learning in the Foundations component of the Core. Students also explore the range of majors available and connections between the major and other areas of learning. By engaging in the learning offered in these courses, students prepare themselves for civic dialogue in an increasingly global and technological world and challenge themselves and others to ask how the world can be transformed for the better.

Integrations

Integrations courses most often are components embedded in other Core courses and courses required for majors. Students will 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 often will be a discipline-specific course for a particular major. Pathways provide students an additional opportunity to make intentional and reflective choices about their own education as they study a theme or topic from a number of disciplinary perspectives and identify connections and relationships among ideas. Therefore, Integrations reemphasize engaged learning, critical thinking, civic life, communication, and intentional learning, helping students discover and explore additional connections among courses in the Core or major.

Core Curriculum Components

Foundations	Explorations	Integrations
<ul style="list-style-type: none"> • Critical Thinking & Writing 1 • Critical Thinking & Writing 2 • Cultures & Ideas 1 • Cultures & Ideas 2 • Second Language • Mathematics • Religion, Theology & Culture 1 	<ul style="list-style-type: none"> • Ethics • Civic Engagement • Diversity • Arts • Natural Science • Social Science • Religion, Theology & Culture 2 • Cultures & Ideas 3 • Science, Technology & Society • Religion, Theology & Culture 3 	<ul style="list-style-type: none"> • Experiential Learning for Social Justice • Advanced Writing • Pathways* (a cluster of courses with a shared theme) <p><i>Integrations are normally elements within other courses for the Core or major, not additional required courses.</i></p> <p><i>*Engineering students take three Pathway courses or 12 units; all other students take four courses or 16 units.</i></p>

Core Curriculum Components—Cont

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for summer orientation, and most students are pre-enrolled in Cultures & Ideas 1 and 2 before summer orientation. The exceptions are students who enroll in Cultures & Ideas 1 and 2 in their second year because requirements for their majors must be completed in the first year. 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 on-line version of the Core Guide available at www.scu.edu/core is updated frequently 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 as individual courses but as 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 CourseAvail (www.scu.edu/courseavail) and use the drop-down box listing Core categories to select courses offered during a particular quarter. In addition to being able to consult a list of courses approved for each Core area and offered a particular quarter, students can click on the five-digit section number for any course, while reading a list of courses offered by a particular department, to see what Core areas a course satisfies. A listing of Core attributes is available to assist with this process. During fall quarter 2011, a link on the Registrar's website to Quarterly Deadlines and Registration Information will provide access to a flip-book version of the fall quarter schedule, with tentative winter and spring schedules provided on pages 58 and following.

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 majoring in engineering, some natural sciences, and math may satisfy the Science, Technology & Society requirement with writing courses (ENGL 181 and 182 for engineering majors; Critical Thinking & Writing 1 and 2 with an STS theme for math and some natural science majors) plus another course required for their majors and approved as partially satisfying the STS requirement. Those courses are identified in CourseAvail as “xxxPAR” because they “partially” fulfill a requirement.
- Engineering students 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 normally satisfy Core requirements with courses carrying 4 or 5 units, with the following exceptions:

- Engineering majors satisfy the Advanced Writing requirement with a combination of ENGL 181 and 182, which together carry 3 units.
- The Arts requirement can be satisfied either by a single course of 4 or 5 units or with a combination of courses totaling at least four units.

- The Pathways requirement is satisfied by combinations of courses, usually 3 for engineering majors and 4 for all other majors. The total number of required Pathway units for engineering students is at least 12 and the total number of required units for other students is at least 16.
- Occasionally Explorations and Integrations courses carrying fewer than 4 units satisfy a Core requirement. In those cases, students must complete more than one course, so that the total number of units is at least 4 for Exploration courses.

Students normally satisfy Core requirements with graded courses, with the following exception:

- If a course approved for the Core Curriculum is only offered P/NP, then the student may satisfy the Core requirement with that course.

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-quarter, themed, sequenced courses. Students must consult with a University Advisor before making any changes in their enrollment in these courses.
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing.
- Cultures & Ideas 1 and 2 are prerequisites for Cultures & Ideas 3.
- Religion, Theology & Culture 1, 2 and 3 must be taken in sequence.
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units.
- 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 pre-approved to fulfill Core Curriculum requirements. However, only the second-level Core Curriculum requirement in Religion, Theology, and

Culture can be fulfilled with a pre-approved study abroad course. The third-level Core Curriculum requirement in Religion, Theology & Culture cannot be fulfilled with a study abroad course.

Transfer students who enter the University with fewer than 44 units must take all three Religion, Theology & Culture courses in the required sequence. 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 courses.

Note: 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.

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. A full explanation of additional Business School requirements is provided on page 24.

Other Program-Specific Requirements

Some students—for example, students in the University Honors Program and students majoring in certain disciplines—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.

Transfer students who begin their studies at Santa Clara University in fall 2011 normally will follow the Core Curriculum described in this Guide.

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 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 be able to focus on other Core areas and courses for their majors when they register for fall classes during summer orientation. Orientation advisors will guide selection of courses during day one of summer 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 in eCampus provides lists of courses approved for each Core area during a particular academic quarter. CourseAvail also provides course descriptions when the five-digit section number is clicked on. Please assume 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 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.

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.

2. CULTURES & IDEAS 1 AND 2 (A TWO-COURSE THEMED SEQUENCE)

GOALS: Global Cultures, Arts & Humanities, Critical Thinking, Perspective

LEARNING OBJECTIVES: In the first course, students will

- 1.1 Recall details relevant to the course theme and historical context of the objects, texts, ideas, issues, and/or events studied.
- 1.2 Identify significant elements of the cultures examined.
- 1.3 Recognize the complexity of the cultures examined.
- 1.4 Analyze and/or interpret significant objects, texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method.
- 1.5 Reflect on and examine both shared and diverse human experiences so that they recognize the 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.

LEARNING OBJECTIVES: In the second course students will

- 2.1 Make connections between the cultures and objects, texts, ideas, issues, and/or events examined in C & I 1 and 2.
- 2.2 Demonstrate increased understanding of the complexity and/or larger contexts of the cultures examined.
- 2.3 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.
- 2.4 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.

Most students are pre-enrolled in Cultures & Ideas 1 and 2 before they arrive for summer orientation. The exceptions are students who enroll in Cultures & Ideas 1 and 2 in their second year because requirements for their majors must be completed in the first year.

3. SECOND LANGUAGE

GOALS: Communication, Perspective

LEARNING OBJECTIVES: Students will

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

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

1.3 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 degree:

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.

4. MATHEMATICS

GOALS: Critical Thinking, Mathematics & Quantitative Reasoning, Communication, Complexity

LEARNING OBJECTIVES: Students will

- 1.1 Demonstrate their problem solving skills, including their ability to interpret problem situations, choose among several potentially appropriate mathematical methods of solution, persist in the face of difficulty, and present full and cogent solutions that include appropriate justification for their reasoning.
- 1.2 Understand and be able to articulate the differences between inductive and deductive reasoning. In particular, students will appreciate the role of

mathematical proof in formal deductive reasoning and as a means of conveying mathematical knowledge and will understand the differences between proofs and other less formal arguments.

1.3 Utilize and describe mathematical ideas from multiple perspectives, including the internal connections between geometry, algebra, and numerical computation, as well as the connections between theory and applications. This flexibility should be evident in the way students approach problem solving as well as their ability to communicate their solutions and methods.

1.4 Demonstrate an understanding of mathematical content (including the limits to its application) that goes beyond mere fluency in using mathematical symbols, language, and formulas.

BUSINESS 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 and Computer Science (MATH)

- 4 The Nature of Mathematics
- 6 Finite Mathematics for Social Science
- 7 Calculus for Social Scientists
- 8 Introduction to Statistics

- 11 Calculus & Analytic Geometry I
- 30 Calculus for Business

5. RELIGION, THEOLOGY & CULTURE 1

GOALS: Global Cultures, Critical Thinking, Complexity, Religious Reflection

LEARNING OBJECTIVES:

Students will

- 1.1 Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions.
- 1.2 Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence.

Students choose one course from the list below.

Religion and Society (RSOC)

- 7 South Asian Traditions
- 9 Ways of Understanding Religions
- 10 Asian Religious Traditions
- 12 Latinos and Lived Religion in the US
- 19 Egyptian Religious Traditions

Scripture and Tradition (SCTR)

- 11 Origins of Western Religion
- 19 Religions of the Book

Theology, Ethics, and Spirituality (TESP)

- 2 Magicians, Athletes & God
- 4 The Christian Tradition
- 8 Franciscans & Jesuits: An Introduction to Catholic Spiritualities

Explorations

6. ETHICS

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

LEARNING OBJECTIVES:

Students will

- 1.1 Reason ethically 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. ENGINEERING and ARTS AND SCIENCES students may select any of the following courses.

Please note that not all courses with the word "Ethics" in the title satisfy this requirement.

Engineering (ENGR)

19 Ethics in Technology

Management (MGMT)

6 Business Ethics

Philosophy (PHIL)

2 Introduction to Ethics

3A Ethics in the Digital Age

4A Ethics & Gender

5A Ethics & Marginalized Persons

5 Ethical Issues in Society

6 Ethical Issues in Business

7 Ethics in Medicine

8 Ethics in Politics

9 Environmental Ethics

10 Ethics in Law

109 Ethics & the Environment

111 Bioethics & the Law

113 Ethics & Constitutional Law

115 Feminism and Ethics

Psychology (PSYC)

114 Ethics in Psychology

Theology, Ethics and Spirituality (TESP)

159 Ethics of War & Peace

Women's and Gender Studies (WGST)

58 Ethics & Gender

184 Feminism and 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, non-governmental, 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 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)

113 Democracy Under Siege: Ancient Athens and Modern America

Communication (COMM)

120A Environmental Communication

147A The News Media

168A Race, Gender & Politics in the News

170A Communication Law

Dance (DANC)

59/159 Teaching the Performing Arts

Experiential Learning for Social Justice (ELSJ)

50 Law & Social Justice

English (ENGL)

100 Literature & Democracy

105 Literacy & Social Justice

145 Milton

148EL Victorian Literature

Environmental Studies (ENVS)

22 Introduction to Environmental Studies

Ethnic Studies (ETHN)

130 Black Political Thought in Action

134 Black Social Movements

156 Race, Gender & Environmental Justice

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

115 Gender, Race & Citizenship

118 Representation, Rights & Democracy (1050–1792)

128 Victorian London

130 France and the World

131 War and Democracy in the United Kingdom during WW1

132 Democracy Under Siege: Ancient Athens and Modern America

184 American Historical Geography

186 History of California

188 The Progressive Era

International Programs (INTL)
139BF Community-based Learning
in Village Libraries

Philosophy (PHIL)

8A The Ethics of Citizenship

Political Science (POLI)

1 Introduction to U.S. Politics
116B Model UN: International
Conflict Simulation
117 International Humanitarian
Action: Darfur
119 The European Union
132 Transnational Political
Movements
151 The Congress
169 Special Topics in U.S. Politics
198A Public & Nonprofit Sector
Internship

Psychology (PSYC)

155 Psychology & Law

Religious Studies (TESP)

163 Christianity & Politics

Sociology (SOCD)

30 Self, Community & Society
132 Social Stratification
137 Social Change
157 Sociology of Family
161 Sociology of the Criminal
Justice System
170 Applied Sociology

Theatre (THTR)

44 Modern American Theatre
History
66 People's Theatre

**Women's and Gender Studies
(WGST)**

76 Violence Against Women
101 Feminist Theory
113 Environmental Racism,
Gender & Justice

117 Race, Gender & Politics in
the News
169 Gender, Race & Citizenship
182 Sociology of Family

8. DIVERSITY

GOALS: Diversity, Perspective,
Social Justice, Complexity
LEARNING OBJECTIVES
Students will
1.1 Describe examples of diverse
human experiences, identities, and
cultures in the United States.
1.2 Identify and discuss paradigms
that lead to inequity and injustice.
1.3 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.
1.4 Analyze differences in power and
privilege related to race, gender,
ethnicity, nationality, age,
language, citizenship, religion,
class, sexual orientation, or
physical ability.

Anthropology (ANTH)

90 Cross-Cultural Study of
Women, Gender & Sexuality
148 Historical Archaeology
157 Family & Culture

Art History (ARTH)

186 History of Photography

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)

35G African American Women
Writers
38 Asian American Literature
39 Multicultural Literature of
the U.S.
66 The Radical Imagination
67 U.S. Gay & Lesbian
Literature
69 Literature by Women Writers
of Color
122 Film, Gender, & Sexuality
122AW Film, Gender & Sexuality
125 Feminist Literary Theory
and Criticism
155 Studies in Asian American
Literature
156 Interdisciplinary Gay &
Lesbian Studies

Ethnic Studies (ETHN)

5 Intro to Study of Race &
Ethnicity
20 Intro to Chicana/o Studies
35 African American Women
Writers
40 Intro to Asian American
Studies
50 Introduction to Filipino
American Studies
51 Intro to the South Asian
Experience in the U.S.
60 The History of Hip Hop

- 96 Race, Class, Culture through Film
- 134 Black Social Movements
- 139 African American Psychology
- 141 Asian American Women
- 152 Multiracial Identities
- 154 Women of Color in the U.S.
- 155 Racism in the United States
- 156 Race, Gender & Environmental Justice
- 157 Race, Gender, Class & the College Experience

160 Documentary Making for Social Justice

- 178 Race & World War II
- History (HIST)**
- 84 Women in American Society
 - 177 Gays/Lesbians in U.S. History
 - 178 Race & World War II
 - 180 Native American History
 - 181 United States Women since 1900

182 Sex and Family in American History

- 187 The American West

Music (MUSC)

- 15 The History of Hip Hop**
- 20 Music in American Cultures I

Political Science (POLI)

- 134 Race & Ethnicity in Politics of Developed States
- 154 Women & Politics
- 169 Special Topics in U.S. Politics

Psychology (PSYC)

- 156 Psychology of Diversity
- 182 Gender in Human Development
- 189 African American Psychology

Scripture and Traditions (SCTR)

26 Gender in Early Christianity

Sociology (SOCL)

- 33 Social Problems in the U.S.

- 150 Ethnic Enterprises
- 153 Race, Class & Gender in the United States
- 175 Race & Inequality
- 180 Immigrant Communities

Theology, Ethics and Spirituality (TESP)

- 64 Environmental Justice in the Catholic Imagination
- 65 U.S. Hispanic Theology
- 158 Immigration & Ethics

Theatre (THTR)

- 65 Drama of Diversity
- 15 Fashion, Politics, & Issues of Gender
- 161 American Theatre from Black Perspective

Women's and Gender Studies (WGST)

- 14 African American Women Writers
- 15 Literature by Women Writers of Color

46 Gender in Early Christianity

- 50 Intro to Women's & Gender 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
- 134 Film, Gender, & Sexuality
- 134AW Film, Gender & Sexuality
- 136 Interdisciplinary Gay & Lesbian Studies
- 138 Gays/Lesbians in U.S. History
- 155 Family & Culture

- 173 United States Women since 1900

174 Sex and Family in American History

- 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 4 quarter units, selecting from the following courses, some of which carry fewer than 4 units.

Studio Art (ARTS)

- 30 Basic Drawing
- 33 Three-Dimensional Design**
- 35/135 Basic Printmaking
- 43/143 Basic Painting
- 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
155 Photography on Location
 179 Multimedia/Interactive
 Projects

Communication (COMM)

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

Computer Engineering (COEN)

165 3D Animation & Modeling
 167 Multimedia/Interactive
 Projects

Dance (DANC)

40 Jazz Dance I
 41 Jazz Dance II
 42 Jazz Dance III
 43 Beginning Ballet I
 44 Ballet II
 45 Ballet III
 46 Modern Dance I
 47 Modern Dance II
 48 Modern Dance III
 49 Dance Composition
 50 Tap Dance I
 51 Tap Dance II
 59/159 Teaching the Performing Arts
69/169 Walk Across California
 140 Advanced Ballet I
 141 Advanced Ballet II
 142 Advanced Jazz Dance I
 143 Choreography
 146 Advanced Modern Dance I
 159 Teaching the Performing Arts

English (ENGL)

71 Fiction Writing
 72 Poetry Writing

126 Creative Writing &
 Social Justice
 170 Writing for Children &
 Young Adults
 171 Advanced Fiction Writing

Liberal Studies (LBST)

109 Art for Teachers

Music (MUSC)

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

Theatre (THTR)

7 Improv
 8 Acting for Non-Majors
 20 Acting I
 30 Introduction to Design
 31 Introduction to Production
 32 Costume Construction
 33 Stage Lighting
 133 Scenic Design
 134 Costume Design

10. NATURAL SCIENCES

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 phenomenon 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
 5 Endangered Ecosystems
 6 Oceans: Biology, Ecology &
 Sustainability
 13 Human Biology
 18 Exploring Biotechnology
 19 Biology for Teachers
 157 Environmental Biology in
 the Tropics

Chemistry (CHEM)

1 Chemistry in the Environment
 5 Chemistry—An Experimental
 Science
 11 General Chemistry I*
 19 Chemistry for Teachers

** 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.

Environmental Studies (ENVS)

- 20 The Water Wars of California
- 21 Introduction to Environmental Science
- 23 Soil, Water & Air

Physics (PHYS)

- 1 Hands-on Physics
- 2 Introduction to Astronomy—The Solar System
- 3 Introduction to Astronomy—The Universe
- 4 Physics of Dance
- 9 Introduction to Earth Sciences
- 12 General Physics II
- 32 Physics for Scientists & Engineers II
- 33 Physics for Scientists & Engineers III

Psychology (PSYC)

- 65 Foundations of Behavioral Neuroscience

11. SOCIAL SCIENCES

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

LEARNING OBJECTIVES:

Students will

- 1.1 Apply deductive and inductive reasoning to analyze social science topics.
- 1.2 Evaluate evidence used to validate theories, hypotheses, or predictions.
- 1.3 Appreciate that theories and data analysis often admit multiple interpretations, and evaluate the relative merits of alternative perspectives.

BUSINESS students satisfy this requirement with ECON 1. ENGINEERING and ARTS AND SCIENCES students select any course from the following list.

Anthropology (ANTH)

- 2 Introduction to Archeology
- 3 Introduction to Cultural Anthropology
- 196 Archeological Method and Theory

Economics (ECON)

- 1 Principles of Microeconomics
- 2 Principles of Macroeconomics
- 129BF Economic Development

Liberal Studies (LBST)

- 100 Understanding Research in the Social Sciences

Political Science (POLI)

- 2 Introduction to Comparative Politics
- 134 Race & Ethnicity in the Politics of Developed States
- 143 Democracy & Democracy Building

Psychology (PSYC)

- 1 General Psychology I
- 2 General Psychology II

Sociology (SOCI)

- 1 Principles of Sociology

12. RELIGION, THEOLOGY, AND CULTURE 2

GOALS: Critical Thinking, Complexity, Religious Reflection
LEARNING OBJECTIVES:

Students will

- 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).

- 2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.
 - 2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.
- Students choose one course from the list below.

Note: The department recommends that RTC 2 be taken after the completion of 44 units.

Prerequisite: Religion, Theology & Culture 1

Anthropology (ANTH)

- 150 Religion in Culture and Society

Classics (CLAS)

- 12A Gods & Mortals (Engineering majors only)
- 65 Classic Mythology
- 67 Ancient Greek Religion
- 68 Ancient Roman Religion
- 69 Early Christianity

Communication (COMM)

- 175A Theology & Communication

English (ENGL)

- 161 Bible as Literature
- 189 Literature & Religion

History (HIST)

- 16 Ancient Greek Religion
- 17 Ancient Roman Religion
- 103 Jesuit History & Spirituality
- 117 State & Church in the Middle Ages, 1000–1450
- 126 Conflicts in Medieval Christianity

Political Science (POLI)

- 139 Religion & Politics in the Developing World

Religion and Society (RSOC)

- 33 Maya Spirituality
- 44 African Christianity
- 46 African Religion & Culture
- 51 Religion in America
- 54 Comparative Religion & Social Theory
- 67 Film & Judaism
- 81 Islam
- 85 Hinduism
- 86 Buddhism
- 87 Buddhism & Film
- 88 Chinese Religions
- 91 Native Spiritual Traditions
- 99 Sociology of Religion

Scripture and Traditions (SCTR)

- 23 Christ in the Four Gospels
- 26 Gender in Early Christianity
- 27 The Historical Jesus
- 33 New Testament Narratives & Cinema: Ongoing Revelations
- 35 Science vs. The Bible—The Genesis Debates
- 39 Biblical Women & Power
- 48 Jesus the Jew
- 65 Early Christianity

Theology, Ethics, and Spirituality (TESP)

- 23 Church in the World
- 43 Catholic Social Thought
- 45 Christian Ethics
- 46 Faith, Justice & Poverty

48 Christian Ethics and Social Responsibility

- 50 Catholic Theology
- 58 Theology of Vatican II
- 60 Hispanic Popular Religion
- 64 Environmental Justice in the Catholic Imagination
- 65 U.S. Hispanic Theology
- 71 Mysticism in Catholicism
- 77 Encounters of Religion in & around America
- 79 Women in Christian Tradition
- 82 Witches, Saints & Heretics
- 84 Spirituality & Sustainability
- 88 Hope & Prophetic Politics

Women's and Gender Studies (WGST)

- 46 Gender in Early Christianity
- 47 Biblical Women & Power

13. CULTURES & IDEAS 3

GOALS: Global Cultures, Diversity, Critical Thinking, Perspective

LEARNING OBJECTIVES: Students will

- 3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts.
- 3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline.
- 3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society.

BUSINESS students satisfy this requirement with MGMT 80 (Global and Cultural Environment of Business). ENGINEERING and

ARTS AND SCIENCES students select any course from this list. Prerequisites: Cultures & Ideas 1 and 2.

Anthropology (ANTH)

- 50 World Geography
- 88 Women, Gender & Sexuality in the Middle East
- 152 Political Anthropology
- 156 Anthropology of Muslim Peoples & Practices
- 172 Anthropology of Aging
- 181 Globalization & Culture Change in the Pacific Islands
- 185 People of Latin America
- 186 Mesoamerican Prehistory
- 188 People, Culture & Change in the Middle East

Art History (ARTH)

- 26 Introduction to the Arts of Asia
- 160 East-West Encounters in the Visual Arts
- 161 Photography in Japan
- 162 Visual Culture of Modern Japan
- 163 The Japanese Print

Classics (CLAS)

- 60 Introduction to Ancient Studies

Communication (COMM)

- 105A Multicultural Folktales & Storytelling
- 184A Postcolonial Identity & Communication

Dance (DANC)

- 68 Cultures on the Move

Economics (ECON)

- 134 African Economic Development

English (ENGL)

- 79A Writing about Literature & Culture
- 128 Lit & Film of Arab World
- 153 Global Gay & Lesbian Cultures
- 157 Postcolonial & Commonwealth Lit & Theory
- 159 Studies in Indian Subcontinental & Diasporic Literature
- 164 Studies in Caribbean Literature
- 165 Studies in African Literature

Environmental Studies (ENVS)

- 50 World Geography

Ethnic Studies (ETHN)

- 96 Race, Culture & Class Through Film

French (FREN)

- 111 Francophone Studies: Caribbean to Vietnam
- 112 Human Rights in French Black Africa & the Caribbean
- 113 Black African/Caribbean Women Writers
- 174 French & Francophone Novels & Films: Culture, Gender, Social Class

History (HIST)

- 64 Central America
- 91 Africa in World History
- 92 History of East Asia
- 95 Modern Latin America
- 102 Ethnic Cleansing & Genocide
- 104 World History until 1492
- 107 Spain & Morocco: Jews, Christians & Muslims 700–1700
- 116 Sex & Gender in the Era of High Imperialism
- 137 The Soviet Experiment

- 141 Politics & Development in Independent Africa
- 142 Modern West Asia & North America
- 143 Women in Political Revolutions
- 144 Islam in Africa
- 145 Islam in the Modern World
- 146A Medieval & Early Modern Japan
- 146B Modern Japan in the World
- 147A Premodern China in the World to AD 1600
- 147B Modern China in the World
- 150 Women in East Asia
- 151 Imperialism in East Asia
- 154B Modern India & Human Rights
- 161 Modern Mexico
- 162 Argentina
- 163 Cuba & the Caribbean
- 164 Seminar: Catholic Church in Latin America
- 166 Latin America: Peoples, Empires & Nations

Management (MGMT)

- 80 Global & Cultural Environment of Business

Political Science (POLI)

- 2 Introduction to Comparative Politics
- 3 Introduction to World Politics (China, India & Mexico)
- 50 World Geography
- 126 International Organizations
- 136 Politics of Central America & the Caribbean
- 137 Politics of South America
- 148 Politics in China

Sociology (SOCI)

- 134 Globalization & Inequality
- 138 Demography: Population & Resources

Spanish (SPAN)

- 137 Latin American Cultures & Civilizations
- 149 U.S. Latino/a & Latin American Cinema

Theology, Ethics, and**Spirituality (TESP)**

- 133 Trinitarian Theology: East & West

Women's and Gender Studies (WGST)

- 21 Women, Gender & Sexuality in the Middle East
- 122 Global Gay & Lesbian Cultures
- 123 Black African/Caribbean Women Writers
- 124 Sex & Gender in the Era of High Imperialism
- 125 Women in Political Revolutions
- 126 Women in East Asia
- 175 French & Francophone Novels & Films: Culture, Gender, Social Class

14. SCIENCE, TECHNOLOGY, & SOCIETY

GOALS: Scientific Inquiry, Science & Technology, Critical Thinking, Complexity

LEARNING OBJECTIVES:

Students will

- 1.1 Recognize and articulate the complexity of the relationship between science and/or technology and society.
- 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. BUSINESS students satisfy this requirement with OMIS 34.

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

Accounting (ACTG)

134 Accounting Information Systems

Anthropology (ANTH)

4 Vanished Peoples & Lost Civilizations
 5 Biological Anthropology & Popular Culture
 132 Paleoanthropology
 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

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

Business (BUSN)

150 The World Food System

Communication (COMM)

12 Technology & Communication
 149B Science News
 164A Race, Gender & Public Health in the News

Computer Sciences (CSCI)

3 Introduction to Computing & Applications

English (ENGL)

138 Internet Culture & Information Society

Engineering (ENGR)

60 Sustainable Electric Energy
 160 Nanotechnology & 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?
 144 Natural History of Baja
 145 Environmental Technology
 153 Conservation Science
 158 Conservation Psychology

History (HIST)

123 Plagues/Epidemics/Infections
 125 History of the Senses
 179 Special Topics in Science, Technology & Society

Liberal Studies (LBST)

75 Educational Reform in America

Management (MGMT)

177 Managing with the Internet
 Mechanical Engineering
 144 Smart Product Design

Music (MUSC)

180 Thinking About Music Now

Operations Management and Information Systems (OMIS)

34 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
 100 Introduction to Epidemiology
 120 Technology, Innovation & Public Health

Sociology (SOCI)

49 Computer, Internet & Society
 120 Quantitative Methods & Applied Stats
 149 Business, Technology & Society

Women's and Gender Studies (WGST)

116 Race, Gender & Public Health in the News

15. RELIGION, THEOLOGY, & CULTURE 3

GOALS: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective

LEARNING OBJECTIVES:

Students will

3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions.

3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.

Students choose one course from the list below.

Note: RTC 3 only counts for the Core when it is taken after completing 88 units.

Prerequisite: Religion, Theology & Culture 2

Biology (BIOL)

171 Social & Ethical Dimensions of Biotechnology

Electrical Engineering (ELEN)

160 Chaos Theory, Mathematics & the Limits of Knowledge

Religion and Society (RSOC)

106 Zen in Theory & Practice

111 Inventing Religion in America

113 Buddhism in America

119 Media & Religion

127 Christianity with an African Face

130 East Asian Buddhism

136 Religion in Latin America

140 Animals, the Environment & World Religions

149 Science, Religion & Global Warming

154 The Islamic Jesus

157 Religious Traditions & Contemporary Moral Issues

159 Longings for Immortality

170 Religion, Gender and Globalization

182 Shia Islam in the Contemporary World

184 Race and Religion in the US

188 Religion & Violence

190 Islam: Reformation & Modernity

194 Modern Religious Thought

Scripture and Tradition (SCTR)

106 Person of Christ in New Testament

110 Gods, Heroes, & Monsters: Myth & the Bible

119 Law in Judaism, Christianity & Islam

128 Human Suffering and Hope

134R RSS: Bondage & Freedom

139 Bible in Contemporary Fiction & Film

157 The Bible & Empire

158R RSS: Postcolonial Perspectives on the New Testament

165R Gender & Sexuality in Biblical Interpretation

Theology, Ethics, and Spirituality (TESP)

106 Christian Symbol & Ritual

109 Hispanic Spirituality: Guadalupe

118 Clare of Assisi, Ignatius of Loyola

119 Theology, Sex & Relationships

124 Theology of Marriage

127 Theology of Family

131 Feminist Theologies

132 Telling Your Story: Discerning Vocation

133 Trinitarian Theology: East & West

134 Popes, Peasants & Prophetesses

136R RSS: Architects of Solidarity

138 Contemporary Theology of Paul Tillich

143 Theology & Ethics of Thomas Aquinas

152 Faith, Ethics & the Biodiversity Crisis

156 Christian Ethics & HIV/AIDS

157 Ethics in Health Professions

158 Immigration & Ethics

159 Ethics of War & Peace

163 Christianity & Politics

165 Romero and the Salvadoran Martyrs

171 Mysticism in Action: Zen & Catholicism

175 Women's Theologies from the Margins

183 Ignatian Spirituality

185 Rahner: Foundations of Faith

187 Christ & Catholic Theology

Women's and Gender Studies (WGST)

148 Gender & Sexuality in Biblical Interpretation

Integrations

16. EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE

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

LEARNING OBJECTIVES:

Students will

- 1.1 Recognize the benefits of lifelong responsible citizenship and civic engagement in personal and professional activities.
- 1.2 Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess.
- 1.3 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.
- 1.4 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/core/ELSJ for more information about ELSJ placements and milestones.

Anthropology (ANTH)

- 3 Introduction to Cultural Anthropology
- 159 Globalization & Culture Change

Studio Arts (ARTS)

- 151 Exploring Society through Photography

Business (BUSN)

- 151 Food, Hunger, Poverty & Environment Immersion

Communication (COMM)

- 40EL Introduction to Journalism
- 107A Intercultural Communication
- 141B Advanced Journalism

Dance (DANC)

- 59/159 Teaching the Performing Arts
- 69/169 Walk Across California
- 189 Social Justice & the Arts

Education (EDUC)

- 106 Urban Education & Multiculturalism

English (ENGL)

- 126 Creative Writing & Social Justice
- 148EL Victorian Literature

Environmental Studies (ENVS)

- 131 Environmental Education
- 155 Environmental & Food Justice Experiential Learning for

Social Justice (ELSJ)

- 22 Solidarity with the Community
- 23 Careers for the Common Good
- 50 Law & Social Justice
- 198 Applied Ethics Internship: Healthcare

International Programs (INTL)

- 139 Field Praxis/Placement
- 139BF Community-based Learning in Village Libraries

Leadership, Excellence, and Academic Development (LEAD)

- 10 Difficult Dialogues

Management (MGMT)
 8 Business Ethics in Practice
Philosophy (PHIL)
 5A Ethics & Marginalized Persons

Political Science (POLI)
 3 Introduction to World Politics
 158 Housing & Homelessness Policy
 198EL Public Sector Study & Internship

Psychology (PSYC)
 113EL Advanced Topics in Health Psychology
 114EL Ethics in Psychology
 115EL Abnormal Psychology
 117EL Health Psychology
 185 Developmental Psychology I
 190EL Clinical Psychology
 196 Psychology of Aging

Religion and Society (RSOC)
 99 Sociology of Religion

Scripture and Tradition (SCTR)
 128 Human Suffering and Hope

Sociology (SOCL)
 30 Self, Community & Society
 148 Stakeholder Diversity in Contemporary American Organizations
 165 Human Services

Spanish (SPAN)
 21EL Intermediate Spanish I
 22EL Intermediate Spanish II
 23EL Intermediate Spanish III

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

17. ADVANCED WRITING

GOALS: Critical Thinking, Complexity, Communication
 LEARNING OBJECTIVES:
 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 of a specific discipline.

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

1.3 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.

1.4 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 and 182 (Engineering Communications).
 BUSINESS students must satisfy this requirement with ENGL 179 or 183.
 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

Classics (CLAS)
 75 Classics in Cinema
 181 Classical Tragedy

Communication (COMM)
 130 Global Screenwriting
 141B Advanced Journalism
 146B Magazine Journalism

English (ENGL)
 20 Introduction to Literary Study
 54 Introduction to Shakespeare
 73 Life Writing
 79A Writing about Literature & Culture
 105 Literacy & Social Justice
 106 Advanced Writing
 107 Life Stories & Film
 110 Classical Tragedy
 122AW 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
 177 Argumentation
 178 Technical Communications
 179 Practical Business Rhetoric
 180 Writing for Teachers
 182 Engineering Communications
 183 Writing for Business
 191A Practicum for Writing Tutors
 193W Playwriting

Environmental Studies (ENVS)
 142 Writing Natural History

History (HIST)
 101 Historical Writing

Liberal Studies (LBST)
 100 Understanding Research in the Social Sciences
 170 Writing in the Education Community

Mathematics and Computer Science (MATH)

100 Writing in the Mathematical Sciences

Physics (PHYS)

151 Advanced Laboratory

Psychology (PSYC)

102 Writing in Psychology

Scripture and Tradition (SCTR)

158R Postcolonial Perspectives

165R Gender & Sexuality

Sociology (SOCI)

121 Research Practicum

Theatre (THTR)

170 Playwriting

181 Classical Tragedy

Women’s and Gender Studies (WGST)

134AW Film, Gender & Sexuality

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.

Pathways also provide opportunities for undergraduate research experience and for deepening links with the Residential Learning Communities and Centers of Distinction, such as the Center for Science, Technology & Society, the Ignatian Center for Jesuit Education, and the Markkula Center for Applied Ethics.

DECLARING A PATHWAY

By the end of the *sophomore* year, students will declare a Pathway through eCampus. Students may change Pathways through eCampus.

COMPLETING A PATHWAY: PATHWAY REFLECTION ESSAY & PORTFOLIO

After students have completed 100 units, but before petitioning to graduate, each student will submit electronic copies of a two-page reflection essay and a portfolio containing a representative essay or project from each Pathway course.

For more details, see www.scu.edu/core.

GUIDELINES FOR PATHWAYS

No more than two courses in a student’s Pathway may be taken in the same department.

For BUSINESS students and students in the COLLEGE OF ARTS AND SCIENCES, two courses in any individual student’s major department may contribute to the requirements for that student’s Pathway, as long as the courses have been approved for the Pathway. For ENGINEERING students, only one course in the student’s major department may contribute to the requirements for that student’s Pathway, as long as the course has been approved for the Pathway.

A student’s Pathway may contain no more than two courses in 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).

Some courses will be appropriate for more than one Pathway, but students will complete only one Pathway.

Transfer students who enter the University with 44 units or more may complete their Pathways with one fewer course (3 for Arts and Sciences or Leavey School of Business and 2 for Engineering)

APPROVED PATHWAYS

American Studies
Applied Ethics
Beauty
Children, Family & Society
Cinema Studies
Democracy
Design Thinking
The Digital Age
Food, Hunger, Poverty & the Environment
Gender, Sexuality & the Body
Global Health
Human Rights in a Global World
Islamic Studies
Justice & the Arts
Law & Social Justice
Leading People, Organizations & Social Change
Paradigm Shifts
Politics & Religion
Public Policy
Race, Place & Social Inequalities
Sustainability
Values in Science & Technology
Vocation
See www.scu.edu/core for Complete lists of courses associated with Pathways.

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.

Engineering School Requirements

The Engineering School requires that some University-wide Core Curriculum requirements be fulfilled with specific courses or sets of courses. Students in the School of Engineering should consult Chapter 5 of the *Undergraduate Bulletin* for the complete list of requirements for their majors and the School.

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: Business Administration 70 (Contemporary Business Issues) and OMIS 17 (Introduction to Business Computing). Both should normally be completed during the freshman year.

Leadership Competency: Four units spread over the first year. Business Administration 71 (Foundations of Leadership) is a two-unit module to be taken in the winter quarter of the first year. Business Administration 72 (Business Leadership Skills) is a two-unit class, which is to be completed in the spring quarter of the first year. Transfer students entering with 44 units or more must complete the leadership competency requirement with MGMT 174 (Social Psychology of Leadership).

Those students who complete an optional two-unit course, BUSN 173,

will receive a certificate of Leadership competency.

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.

Data Analysis: Two courses: OMIS 40 (Statistics & Data Analysis I) and OMIS 41 (Statistics & Data Analysis II).

Information Systems: OMIS 34 (Science, Information Technology, Business & Society). Also satisfies the University-wide Science, Technology & Society requirement.

Accounting majors will satisfy this requirement with ACTG 134.

Upper Division Courses:

Business Writing: ENGL 179 (Practical Business Rhetoric) or ENGL 183 (Writing for Business). Also satisfies the University-wide Advanced Writing requirement.

Management: MGMT 160 (Organization & Management)

Marketing: MKTG 181 (Principles of Marketing)

Finance: FNCE 121 (Financial Management)

Operations Management and

Information Systems: OMIS 108

(Operations Management)

The Business Capstone: MGMT 162

(Strategic Analysis). To be taken

during senior year and completed with

a grade of C or better. MGMT

162 plus MGMT 6 or PHIL 6 also

satisfy the University Civic

Engagement requirement.

Conclusion

Candidates for an undergraduate degree at Santa Clara University must complete all requirements for a bachelor's degree as set forth by the University, their College or School, and academic departments or programs. Failure to understand those requirements does not relieve a student of his or her responsibility. Each student must be mindful of the general requirements and of relevant school and department requirements. However, students should also be aware that the Core Curriculum is more than a set of requirements. The Core provides the breadth in a Santa Clara education, which is as important to the educated person as the depth of knowledge achieved in the concentrated study of the major field. Students should work with their academic advisors to ensure that they take full advantage of the opportunities offered by the Core Curriculum.

**Drahmann Academic
Advising and Learning
Resources Center**

Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-1053
408-554-4318
www.scu.edu/drahmann

Notes

Notes



Drahmann Academic Advising and Learning Resources Center
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-1053
408-554-4318
www.scu.edu



The Jesuit University in Silicon Valley