### 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.

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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
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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

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Explorations</th>
<th>Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical Thinking &amp; Writing 1</td>
<td>• Ethics</td>
<td>• Experiential Learning for Social Justice</td>
</tr>
<tr>
<td>• Critical Thinking &amp; Writing 2</td>
<td>• Civic Engagement</td>
<td>• Advanced Writing</td>
</tr>
<tr>
<td>• Cultures &amp; Ideas 1</td>
<td>• Diversity</td>
<td>• Pathways* (a cluster of courses with a shared theme)</td>
</tr>
<tr>
<td>• Cultures &amp; Ideas 2</td>
<td>• Arts</td>
<td>Integrations are normally elements within other courses for the Core or major, not additional required courses.</td>
</tr>
<tr>
<td>• Second Language</td>
<td>• Natural Science</td>
<td>*Engineering students take three Pathway courses or 12 units; all other students take four courses or 16 units.</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Social Science</td>
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<tr>
<td>• Religion, Theology &amp; Culture 1</td>
<td>• Religion, Theology &amp; Culture 2</td>
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<td></td>
<td>• Cultures &amp; Ideas 3</td>
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<td></td>
<td>• Science, Technology &amp; Society</td>
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</tr>
<tr>
<td></td>
<td>• Religion, Theology &amp; Culture 3</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.
• 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 25.

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.
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.

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

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.
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
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
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.

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
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

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
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

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
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 (SOCI)

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
51  Intro to the South Asian Experience in the U.S.
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
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
187  The American West

Music (MUSC)
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
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>46 Modern Dance I</td>
</tr>
<tr>
<td>46</td>
<td>47 Modern Dance II</td>
</tr>
<tr>
<td>48</td>
<td>48 Modern Dance III</td>
</tr>
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<td>49</td>
<td>Dance Composition</td>
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<td>50</td>
<td>50 Tap Dance I</td>
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<td>51</td>
<td>51 Tap Dance II</td>
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<td>59/159 Teaching the Performing Arts</td>
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<td>140</td>
<td>140 Advanced Ballet I</td>
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<tr>
<td>141</td>
<td>141 Advanced Ballet II</td>
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<td>142</td>
<td>142 Advanced Jazz Dance I</td>
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<td>143</td>
<td>143 Choreography</td>
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<td>146 Advanced Modern Dance I</td>
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<td>159</td>
<td>159 Teaching the Performing Arts</td>
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<td>71</td>
<td>English (ENGL) Fiction Writing</td>
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<td>72</td>
<td>72 Poetry Writing</td>
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<tr>
<td>126</td>
<td>126 Creative Writing &amp; Social Justice</td>
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<td>170</td>
<td>170 Writing for Children &amp; Young Adults</td>
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<td>171</td>
<td>171 Advanced Fiction Writing</td>
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<td>Music (MUSC) Music Theory I</td>
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<td>1A</td>
<td>1A Aural Skills</td>
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<td>8</td>
<td>8 Introduction to Music</td>
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<td>30</td>
<td>30 Beginning Piano</td>
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<td>34</td>
<td>34 Beginning Voice Class</td>
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<td>36</td>
<td>36 Beginning Guitar</td>
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<td>40/140</td>
<td>40/140 University Orchestra</td>
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<td>42/142</td>
<td>42/142 Concert Choir</td>
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<tr>
<td>43/143</td>
<td>43/143 Chamber Singers</td>
</tr>
<tr>
<td>54/154</td>
<td>54/154 Concert Band</td>
</tr>
<tr>
<td>32</td>
<td>32 Costume Construction</td>
</tr>
<tr>
<td>33</td>
<td>33 Stage Lighting</td>
</tr>
<tr>
<td>133</td>
<td>133 Scenic Design</td>
</tr>
<tr>
<td>134</td>
<td>134 Costume Design</td>
</tr>
</tbody>
</table>

### 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

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
11. SOCIAL SCIENCE

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

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 & 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
Goals: Global Cultures, Diversity, Critical Thinking, Perspective

Learning Objectives:

Students will

1. Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts.

2. Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>English (ENGL)</td>
<td>Writing about Literature &amp; Culture</td>
</tr>
<tr>
<td>79A</td>
<td>Lit &amp; Film of Arab World</td>
</tr>
<tr>
<td>128</td>
<td>Global Gay &amp; Lesbian Cultures</td>
</tr>
<tr>
<td>153</td>
<td>Postcolonial &amp; Commonwealth Lit &amp; Theory</td>
</tr>
<tr>
<td>157</td>
<td>Studies in Indian Subcontinental &amp; Diasporic Literature</td>
</tr>
<tr>
<td>164</td>
<td>Studies in Caribbean Literature</td>
</tr>
<tr>
<td>165</td>
<td>Studies in African Literature</td>
</tr>
<tr>
<td>Environmental Studies (ENVS)</td>
<td>World Geography</td>
</tr>
<tr>
<td>50</td>
<td>World Geography</td>
</tr>
<tr>
<td>Ethnic Studies (ETHN)</td>
<td>Race, Culture &amp; Class Through Film</td>
</tr>
<tr>
<td>96</td>
<td>Race, Culture &amp; Class Through Film</td>
</tr>
<tr>
<td>French (FREN)</td>
<td>Francophone Studies: Caribbean to Vietnam</td>
</tr>
<tr>
<td>111</td>
<td>Human Rights in French</td>
</tr>
<tr>
<td>112</td>
<td>Black Africa &amp; the Caribbean</td>
</tr>
<tr>
<td>113</td>
<td>Black African/Caribbean Women Writers</td>
</tr>
<tr>
<td>174</td>
<td>French &amp; Francophone Novels &amp; Films: Culture, Gender, Social Class</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>Central America</td>
</tr>
<tr>
<td>64</td>
<td>Africa in World History</td>
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<tr>
<td>91</td>
<td>History of East Asia</td>
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<tr>
<td>92</td>
<td>Modern Latin America</td>
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<tr>
<td>102</td>
<td>Ethnic Cleansing &amp; Genocide</td>
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<tr>
<td>104</td>
<td>World History until 1492</td>
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<tr>
<td>107</td>
<td>Spain &amp; Morocco: Jews, Christians &amp; Muslims 700–1700</td>
</tr>
<tr>
<td>116</td>
<td>Sex &amp; Gender in the Era of High Imperialism</td>
</tr>
<tr>
<td>136</td>
<td>Politics of Central America &amp; the Caribbean</td>
</tr>
<tr>
<td>137</td>
<td>Politics of South America</td>
</tr>
<tr>
<td>148</td>
<td>Politics in China</td>
</tr>
<tr>
<td>Sociology (SOCI)</td>
<td>Globalization &amp; Inequality</td>
</tr>
<tr>
<td>134</td>
<td>Globalization &amp; Inequality</td>
</tr>
<tr>
<td>138</td>
<td>Demography: Population &amp; Resources</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>Latin American Cultures &amp; Civilizations</td>
</tr>
<tr>
<td>137</td>
<td>Latin American Cultures &amp; Civilizations</td>
</tr>
<tr>
<td>149</td>
<td>U.S. Latino/a &amp; Latin American Cinema</td>
</tr>
<tr>
<td>Theology, Ethics, and Spirituality (TESP)</td>
<td>Trinitarian Theology: East &amp; West</td>
</tr>
<tr>
<td>133</td>
<td>Trinitarian Theology: East &amp; West</td>
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<tr>
<td>Women's and Gender Studies (WGST)</td>
<td>Women, Gender &amp; Sexuality in the Middle East</td>
</tr>
<tr>
<td>21</td>
<td>Women, Gender &amp; Sexuality in the Middle East</td>
</tr>
<tr>
<td>122</td>
<td>Global Gay &amp; Lesbian Cultures</td>
</tr>
<tr>
<td>123</td>
<td>Black African/Caribbean Women Writers</td>
</tr>
<tr>
<td>124</td>
<td>Sex &amp; Gender in the Era of High Imperialism</td>
</tr>
<tr>
<td>125</td>
<td>Women in Political Revolutions</td>
</tr>
<tr>
<td>126</td>
<td>Women in East Asia</td>
</tr>
<tr>
<td>175</td>
<td>French &amp; Francophone Novels &amp; Films: Culture, Gender, Social Class</td>
</tr>
</tbody>
</table>
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

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.
### 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](http://www.scu.edu/core/ELSJ) for more information about ELSJ placements and milestones.

**Anthropology (ANTH)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>3</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>159</td>
<td>Globalization &amp; Culture Change</td>
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</table>

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<th>Course</th>
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**Studio Arts (ARTS)**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>151</td>
<td>Exploring Society through Photography</td>
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**Arts & Sciences (ASCI)**

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<th>Course</th>
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<tbody>
<tr>
<td>198</td>
<td>Applied Ethics Internship: Healthcare</td>
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**Business (BUSN)**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>151</td>
<td>Food, Hunger, Poverty &amp; Environment Immersion</td>
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**Communication (COMM)**

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<tr>
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<td>Introduction to Journalism</td>
</tr>
<tr>
<td>107A</td>
<td>Intercultural Communication</td>
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<td>141B</td>
<td>Advanced Journalism</td>
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**Dance (DANC)**

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<tbody>
<tr>
<td>59/159</td>
<td>Teaching the Performing Arts</td>
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<tr>
<td>189</td>
<td>Social Justice &amp; the Arts</td>
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</table>

**Education (EDUC)**

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<th>Course</th>
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<tbody>
<tr>
<td>106</td>
<td>Urban Education &amp; Multiculturalism</td>
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**English (ENGL)**

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<th>Course</th>
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<tbody>
<tr>
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<td>Creative Writing &amp; Social Justice</td>
</tr>
<tr>
<td>148EL</td>
<td>Victorian Literature</td>
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</table>

**Environmental Studies (ENVS)**

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>131</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>155</td>
<td>Environmental &amp; Food Justice</td>
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**Experiential Learning for Social Justice (ELSJ)**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>22</td>
<td>Solidarity with the Community</td>
</tr>
<tr>
<td>23</td>
<td>Careers for the Common Good</td>
</tr>
<tr>
<td>50</td>
<td>Law &amp; Social Justice</td>
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**International Programs (INTL)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>139</td>
<td>Field Praxis/Placement</td>
</tr>
</tbody>
</table>
Community-based Learning in Village Libraries

Leadership, Excellence, and Academic Development (LEAD)
10 Difficult Dialogues

Management (MGMT)
8 Business Ethics in Practice

Political Science (POLI)
3 Introduction to World Politics
158 Housing & Homelessness Policy

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

Sociology (SOCI)
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)
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
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](http://www.scu.edu/core) for complete lists of courses associated with Pathways.

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**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.

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Notes