Welcome to Santa Clara University. This guide provides information about the University Core Curriculum—the array of educational experiences that provide foundations and 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 Core requirements
- School- or program-specific Core requirements
- Major requirements
- Electives

The University 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.

University Core requirements are structured in three parts: Foundations, Explorations, and Integrations. All students begin with Foundation 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 University Core web site (www.scu.edu/core).

I urge you to view the University 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
Director, University Core Curriculum
University 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.

Foundations

The challenging learning goals of a Santa Clara education are immediately addressed in the first Core Curriculum courses students enroll in. Foundations courses, normally taken during the first year, introduce students to university learning. Integrated courses trace relationships among ideas, cultures, and traditions. Small classes, some linked with the Residential Learning Communities, create 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 and career 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 culture, 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

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• Religion, Theology & Culture 2  
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• Science, Technology & Society  
• Religion, Theology & Culture 3 | • Experiential Learning for Social Justice  
• Advanced Writing  
• Pathways* (A cluster of courses with a shared theme)  

*Integrations are normally elements within other courses for the Core or major, not additional required courses.  
*Engineering students take three Pathway courses or 12 units; all other students take four courses or 16 units.

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.

**Note for Transfer Students:** Students matriculating with 44 or more units of transferable college credit, which does not include any AP or IB test credits, take any two Religion, Theology & Culture courses.
Supplemental and/or Particular Core Curriculum Requirements for Business and Engineering Students

While the University Core Curriculum is shared by all students, the Leavey School of Business and the Engineering School require some additional Core courses for their majors. A full explanation of additional Business School requirements is provided later in this document.

Other Program-Specific Requirements

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

A Note to Undeclared Students

Students who have not declared a major should aim to meet the general requirements for the school in which the expected major is located. Undeclared students can explore a range of possible majors through their choice of courses satisfying Core Curriculum requirements.
General Statement

The following pages list courses approved as satisfying University Core Curriculum requirements for the 2009-10 academic year at the time this guide was printed. This list is helpful for long-range planning but it will be updated throughout the year as new information becomes available. Therefore students and their advisors are urged to consult the quarterly schedules of classes and the online version of this guide (available at www.scu.edu/core). Lists in the quarterly schedules and updated online take precedence over the list published here.

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program 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.

ENGINEERING students must select a version of CTW with STS.
ARTS AND SCIENCES and BUSINESS students select any sequence from this list (including CTW with STS).

CRITICAL THINKING & WRITING SEQUENCES

Classics 1A and 2A (CLAS)
   Classical Rhetoric for Honors

English 1A and 2A (ENGL)
   African American Identity
   American Identities & Language
   American Studies
   Confronting the Unknown
   Education & Identity
   Gender in Film & Memoir
   Global Rights & Perceptions
   Growing up in America Today
   Humans, Nature & the Future
   Identity & Global Responsibility
   Identity, Community & Culture
   Identity, Vocation & Community
   Imagining the University
   Individualism & Free Markets
   Italian American Identity
   Knowing That We Don’t Know
   Language & Politics
   Multiliteracies in Business
   Our Rhetorical Environments
   Privacy, Gender & Identity
   Race & Popular Culture
   Reading Ancient Egypt
   Reading Food, Self & Culture
   Reading the American Frontier
   Representing the Past
   Rhetorics of Change / Passing
   The Rhetoric of Social Class
   Savages & Barbarians
2. CULTURES & IDEAS 1 AND 2 (A TWO-COURSE THEMED SEQUENCE)

GOALS: Global Cultures, Arts and 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.

CULTURES & IDEAS SEQUENCES

Anthropology 11A and 12A (ANTH)
- Measuring Humanity
- Peace & Violence
- Transforming the Middle East

Art and Art History 11A and 12A (ARTH)
- Art of Contact: New Worlds
- Art, Politics & Propaganda
- Art, Trade & Cultural Exchange
- Contact Zones: East & West
- Empire: Self & Other
- Mediterranean Encounters

Classics 11A and 12A (CLAS)
- Barbarians & Savages
- Gods & Mortals
- Heroes & Heroism
- Natural Law in Literature

English 11A and 12A (ENGL)
Cross Cultural Contact
Gods & Mortals
Justice & Literature
Leadership & Vocation
Nature & Imagination
Pharaohs & Vikings
Rebellion & Conformity

Environmental Studies (ENVS)
Nature & Imagination

History 11A and 12A (HIST)
Civilization & the City
Cultures of Islam
Identity & the "Other"
The Imperial West
Peoples of the Americas
Rebellion & Conformity
Slavery & Unfreedom

Music 11A and 12A (MUSC)
Caribbean Revels
Music & Civilization

Philosophy 11A and 12A (PHIL)
Ancient & Medieval Philosophy
Human Nature & Personhood
Justice & the Just Society
Natural Law in Literature
Personal Identity & Community
Personhood & Human Dignity
Philosophy of Religion
Philosophy, Law & Values
Philosophy, Society & Culture
The Wisdom of the World

Sociology 11A and 12A (SOCI)
Ideas in a Changing World

Theatre 11A and 12A (THTR)
All the World’s a Stage
Drama, Design & Film
Theater East & West
When God was a Woman

Women’s and Gender Studies 11A and 12A (WGST)
Women in Transn’l Perspective

3. SECOND LANGUAGE

GOALS: Communication, Perspective
LEARNING OBJECTIVES: Students will

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. 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 and II) or MATH 11 and 12 (Calculus and Analytic Geometry I and 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 and 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 four-unit course from Religious Studies numbered 1–19, such as SCTR 1–19, or TESP 1–19, or RSOC 1–19. The quarterly schedule of courses provides a comprehensive list of courses meeting this requirement in a particular quarter.
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.

Management (MGMT)
6 Business Ethics

Philosophy (PHIL)
2 Introduction to Ethics
3A Ethics in the Digital Age
5 Ethical Issues in Society
6 Ethical Issues in Business
7 Ethics in Medicine
9 Environmental Ethics
10 Ethics in Law
44 Ethics and Gender

Psychology (PSYC)
114 Ethics in Psychology

7. CIVIC ENGAGEMENT

GOALS: Civic Life, Collaboration, Civic Engagement, Communication
LEARNING OBJECTIVES: Students will

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

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

BUSINESS students 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.

Communication (COMM)
120A Environmental Communication
147A The News Media
170A Communication Law

Dance (DANC)
59/159 Teaching the Performing Arts

English (ENGL)
100 Literature & Democracy
145 Milton & Civic Engagement

Environmental Studies (ENVS)
12 Introduction to Environmental Studies

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

History (HIST)
85 Introduction to US Environmental History
96A Intro History of the US I
96B Intro History of the US II
115 Gender, Race, and Citizenship
118 Representation, Rights & Democracy
184 American Historical Geography
186 History of California
188 The Progressive Era

Philosophy (PHIL)
8A The Ethics of Citizenship

Political Science (POLI)
1 Introduction to US Politics
97A Public and Nonprofit Sector Internship
97B Public and Nonprofit Sector Internship
116A Model UN Research Prep
116B Model UN: International Conflict Simulation
119 The European Union
132 Transnational Political Movements

Religious Studies (TESP)
163 Christianity and Politics

Sociology (SOCI)
30 Self, Community & Society
132 Social Stratification
157 Sociology of Family
170 Applied Sociology

Theatre (THTR)
66 People’s Theatre
119 Modern American Theatre History

Women’s and Gender Studies (WGST)
76 Violence Against Women

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.

Communication (COMM)
107A Intercultural Communication

Education (EDUC)
106 Urban Education and Multi-Culturalism

English (ENGL)
38 Asian American Literature
66 The Radical Imagination
67 US Gay and Lesbian Literature
155 Studies in Asian American Literature

Ethnic Studies (ETHN)
5 Intro to Study of Race and Ethnicity
20 Intro to Chicana/o Studies
40 Intro to Asian American Studies
96 Race, Class, Culture through Film
134 Black Social Movements
141 Asian American Women
156 Race, Gender & Environmental Justice

**History (HIST)**
- 84 Women in American Society
- 177 Gays/Lesbians in US History
- 180 Native American History
- 181 United States Women since 1900

**Music (MUSC)**
- 20 Music in American Cultures I

**Political Science (POLI)**
- 154 Women and Politics

**Psychology (PSYC)**
- 189 African American Psychology

**Sociology (SOCI)**
- 33 Social Problems in the US

**Theatre (THTR)**
- 161 American Theatre from Black Perspective

**Women’s and Gender Studies (WGST)**
- 50 Intro to Women’s and Gender Studies

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**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 ENGL 181 plus the Senior Design Project for their major or a course or courses from this list. ARTS AND SCIENCES and BUSINESS students will select a course or courses from this list. Courses with fewer than 4 units are marked with **. A minimum of 4 units is required.

**Studio Art (ARTS)**
- 30 Basic Drawing
- 35/135 Basic Printmaking
- 43/143 Basic Painting
- 48/148 Mixed Media Painting
- 50/150 Basic Black & White Camera and Darkroom
- 51/151 Exploring Society through Photography
- 57/157 Digital Photography
- 63/163 Basic Ceramic Sculpture
- 64/164 Basic Sculpture
- 71 Digital Printmaking
- 74/174 Basic Computer Imaging
- 179 Multimedia/Interactive Projects

**Communication (COMM)**
- 30 Visual Communication

**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
- 140 Advanced Ballet I
- 141 Advanced Ballet II
- 143 Choreography
- 146 Advanced Modern Dance I

**English (ENGL)**
- 71 Fiction Writing
- 72 Poetry Writing
- 126 Creative Writing and Social Justice
- 170 Writing for Children and Young Adults
- 171 Advanced Fiction Writing

**Music (MUSC)**
- 1 Music Theory I
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 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)
3 Fitness Physiology

Chemistry (CHEM)
5 Chemistry--An Experimental Science
11 General Chemistry I
19 Chemistry for Teachers

Environmental Studies (ENVS)
11 Introduction to Environmental Science
13 Soil, Water, & Air
20 The Water Wars of California

Physics (PHYS)
1 Hands-on Physics
2 Introduction to Astronomy-- The Solar System
3 Introduction to Astronomy-- The Universe
4 Physics of Dance
32 Physics for Scientists and Engineers II

Psychology (PSYC)
65 Foundations of Behavioral Neuroscience

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

Political Science (POLI)
2  Introduction to Comparative Politics
134 Race and Ethnicity in the Politics of Developed States
143 Democracy and 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 select one course from Religious Studies courses numbered 20–99, such as RSOC 20–99, SCTR 20–99, or TESP 20–99, or from the following list of approved courses in other departments. The quarterly schedule of courses provides a comprehensive list of courses meeting this requirement in a particular quarter.

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

Communication (COMM)
175A Theology & Communication
English (ENGL)
189 Literature & Religion: Your Personal Renaissance

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.

Anthropology (ANTH)
88 Women, Gender & Sexuality in the Middle East
185 People of Latin America
188 People, Culture & Change in the Middle East

Dance (DANC)
68 Cultures on the Move

English (ENGL)
107 Studies in Caribbean Literature
128 Lit & Film of Arab World
153 Global Gay and Lesbian Cultures
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 CTW with STS and the capstone for the major.
BUSINESS students satisfy the requirement with OMIS 34.

Students normally complete the Natural Science and Social Science requirements before enrolling in these courses.

Anthropology (ANTH)
5 Biological Anthropology & Popular Culture
132 Paleoanthropology
140 Food, Culture & Environment

Biology (BIOL)
159 Plagues in the Age of Insects
171 Social & Ethical Dimensions of Biotechnology

Computer Science (CSCI)
3 Introduction to Computing & Applications

Engineering (ENGR)
60 Sustainable Electric Energy

Environmental Studies (ENVS)
2 Energy & the Environment
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 may select one course from Religious Studies courses numbered 100–199, such as RSOC 100–199, SCTR 100–199, or TESP 100–199.

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

Anthropology (ANTH)
3 Introduction to Cultural Anthropology
159 Globalization & Culture Change

Arts & Sciences (ASCI)
22 Solidarity with the Community

Communication (COMM)
107A Intercultural Communication
141B Advanced Journalism

Dance (DANC)
59/159 Teaching the Performing Arts

Education (EDUC)
106 Urban Education & Multiculturalism

English (ENGL)
148 Victorian Literature

Environmental Studies (ENVS)
131 Environmental Education

Management (MGMT)
8 Business Ethics in Practice

Political Science (POLI)
158 Housing & Homelessness Policy
198A Public Sector Intern (w/ lab)
198B Public Sector Intern (w/ lab)

Psychology (PSYC)
196 Psychology of Aging

Sociology (SOCI)
30 Self, Community & Society
134 Globalization & Inequality
148 Stakeholder Diversity in Contemporary American Organizations
165 Human Services

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

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.

Anthropology (ANTH)
114 Senior Project

Communication (COMM)
141B Advanced Journalism

English (ENGL)
128 Contemp Lit & Film of Arab World
138 Internet Culture in the Information Society
174 Nonfiction Writing
175 Creative Nonfiction
176 Intensive Writing
177 Argumentation
178 Technical Writing
179 Practical Business Rhetoric
180 Writing for Teachers
183 Writing for Business
193W Playwriting

History (HIST)
101 Historical Writing

Liberal Studies (LBST)
170 Writing in the Education Community

Mathematics and Computer Science (MATH)
100 Writing in the Mathematical Sciences

Psychology (PSYC)
102 Writing in Psychology

Sociology (SOCI)
121 Research Practicum

Theatre (THTR)
170 Playwriting

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 are clusters of courses with a common theme. They cultivate 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 take three courses or 12 units. ARTS & SCIENCES and BUSINESS students will take four courses or 16 units.

Pathways also provide opportunities for undergraduate research experience and for deepening links with the Residential Learning Communities and Centers of Distinction.

DECLARING A PATHWAY

By the end of the sophomore year, students will declare a Pathway through e-campus. Students may change Pathways through e-campus.

COMPLETING A PATHWAY: PATHWAY REFLECTIVE PAPER & PORTFOLIO

By the winter quarter of the senior year, each student will submit electronic copies of a two-page reflective paper and a portfolio containing a representative paper or written project from each Pathway course.
GUIDELINES FOR PATHWAYS

Normally, 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 either the Cultures & Ideas sequence (C&I 1, 2, and 3) or the Religion, Theology, & Culture sequence (RTC 1, 2, and 3).

Only one course in a Pathway may be a Foundations course (normally taken the first year).

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

APPROVED PATHWAYS:

- American Studies
- Beauty
- Children, Family & Society
- Democracy
- The Digital Age
- Food, Hunger, Poverty, Environment
- Gender, Sexuality & the Body
- Global Health
- Human Rights
- Islamic Studies
- Justice and the Arts
- Law & Social Justice
- Leading People & Organizations
- Politics & Religion
- Public Policy
- Race, Place & Social Inequality
- 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 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 Core Curriculum requirements:

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

**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, and Growth). ECON 1 also satisfies the university Social Science requirement.

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

**Global Business:** MGMT 80 (Global and Cultural Environment of Business). Also satisfies the university Cultures & Ideas requirement.

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

**Information Systems:** OMIS 34 (Science, Information Technology, Business and Society). Also satisfies the university Science, Technology & Society requirement.

**Upper Division Courses:**

**Business Writing:** ENGL 179 (Practical Business Rhetoric) or ENGL 183 (Writing for Business). Also satisfies the university Advanced Writing requirement.

**Management:** MGMT 160 (Organization and Management)

**Marketing:** MKTG 181 (Principles of Marketing)

**Finance:** FNCE 121 (Financial Management)

**Operations and Management 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.