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Welcome to Santa Clara University. This guide provides information about the Core Curriculum—the array of educational experiences that build foundations and supply contexts for 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 Core Curriculum 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
Director, Undergraduate Core Curriculum
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 appropriate 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.

**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.

The Core also includes three components called Integrations. Integrations help students make connections among courses in the Core and between the Core and the major.

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

A single course may satisfy only one Core requirement, with the following exceptions: Some students satisfy some requirements with more than one course, each of which partially completes the requirement. Those courses are identified in Courseavail as "xxxPAR" because they "partially" fulfill a requirement. Engineering students may satisfy more than one requirement with one course when the course has been approved for those Core requirements. All students may satisfy major requirements with Core courses when the courses are approved for both the major and the Core. All students may satisfy multiple Integrations requirements with courses that satisfy other Core and major requirements when the courses are approved for the Integrations requirements as well as for the other Core and major requirements.

Students normally satisfy Core requirements with courses carrying 4 or 5 units, with the following exceptions:

- The Arts requirement can be satisfied either by a single course of 4 or 5 units or with a combination of courses totaling at least four units.
- The Pathways requirement can be satisfied by combinations of courses with the total number of units for Engineering students at least 12 and the total number of units for other students at least 16.
- Occasionally Explorations and Integrations courses carrying fewer than 4 units satisfy a Core requirement.

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.
- 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.

Many courses offered through the study abroad program are pre-approved to fulfill Core Curriculum requirements. 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 AP or IB test credits, take 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 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 on page 17.

**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.

Transfer students entering the University in fall 2010 normally follow the Core Curriculum described in the 2008-2009 Undergraduate Bulletin. Transfer students entering the University in fall 2011 or later will follow the Core Curriculum described above. Students who transfer to Santa Clara University should consult Chapters 7 and 8 as well as the chapters relevant to their school or college. 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, take any two Religion, Theology & Culture courses.
General Statement

The following pages list courses approved as satisfying Core Curriculum requirements at the time this Guide was printed. Because the list will be updated throughout the year as new information becomes available, students and their advisors are urged to consult the SCU CourseAvail web site (www.scu.edu/courseavail), which provides access to information about courses for past, current, and forthcoming terms, including the most up-to-date information about Core requirements satisfied by courses. Please assume the information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit as a means to track their progress completing Core requirements.

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

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
The Rhetoric of Social Class
Savages & Barbarians
Work, Leisure & Play
Writing with New Media
Environmental Studies 1A and 2A with STSPAR (ENVS)
Analyzing Green Rhetoric
Political Science 1A and 2A (POLI)
Making Change Happen
Women’s and Gender Studies 1A and 2A (WGST)
Rhetorics of Change & Passing
English 1H and 2H (ENGL)
Topics will vary
English 1A and 2A with STSPAR (ENGL)
Education and Identity: STS
Empire: Self & Other
Ethics & Daily Life
Ethics & the Environment
Language, Rhetoric & Culture
Paradigms of Knowledge
Remixing Little Brother
Radical Responses to Science & Tech
Science Literacy in the US
Science, Ethics & Society
Science, Technology & Self
Technology & Cultural Knowledge
Writing about Sustainability

Updated on 9/30/2015
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 11A and 12A (ENVS)
Nature & Imagination

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

Honors 11A and 12A
Topics will vary

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

Philosophy 11A and 12A (PHIL)
Ancient & Medieval Philosophy
Human Nature & Personhood
Justice & the Just Society
Knowing and Acting
Natural Law in Literature
Personal Identity & Community
Personhood & Human Dignity
Philosophies of Law
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
1.1 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 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.
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. CourseAvail provides a comprehensive list of courses meeting this requirement in a particular quarter.

Religion and Society (RSOC)

7 South Asian Traditions
9 Ways of Understanding Religion
10 Asian Religious Traditions
19 Egyptian Religious Traditions

Explorations

6. ETHICS

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

LEARNING OBJECTIVES:

Students will

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

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

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

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

BUSINESS students must satisfy this requirement with MGMT 6 or PHIL 6. ENGINEERING and ARTS AND SCIENCES students may select any of the following courses.

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
9 Environmental Ethics
10 Ethics in Law

Psychology (PSYC)

114 Ethics in Psychology

Theology, Ethics and Spirituality (TESP)

159 Ethics of War & Peace
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
170A Communication Law

Dance (DANC)
59/159 Teaching the Performing Arts

English (ENGL)
100 Literature & Democracy
105 Literacy and Social Justice
145 Milton

Environmental Studies (ENVS)
12 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 US Environmental History
96A Intro History of the US I
96B Intro History of the US II
115 Gender, Race & Citizenship
118 Representation, Rights & Democracy (1050-1792)
184 American Historical Geography
186 History of California
188 The Progressive Era

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

Political Science (POLI)
1 Introduction to US Politics
116A Model UN: Research Prep
116B Model UN: International Conflict Simulation
119 The European Union
132 Transnational Political Movements
151 The Congress
169 Special Topics in U.S. Politics
198AL Public & Nonprofit Sector Internship
198BL Public & Nonprofit Sector Internship

Religious Studies (TESP)
163 Christianity & Politics

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

Updated on 9/30/2015
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
157 Family and Culture

Communication (COMM)
107A Intercultural Communication
164A Race, Gender and Public Health in the News

Dance (DANC)
62/162 African American Dance History

Education (EDUC)
106 Urban Education & Multi-Culturalism

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

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

History (HIST)
84 Women in American Society
177 Gays/Lesbians in US History
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

Psychology (PSYC)
182 Gender in Human Development
189 African American Psychology

Sociology (SOCI)
33 Social Problems in the US
153 Race, Class & Gender in the United States

Theatre (THTR)
161 American Theatre from Black Perspective

Women’s and Gender Studies (WGST)
50 Intro to Women’s & Gender Studies
101 Feminist Theory

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 a course from this list. 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.

Updated on 9/30/2015
### 10. NATURAL SCIENCE

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

**LEARNING OBJECTIVES:**

1. Demonstrate a basic understanding of the theory and concepts central to the study of a particular topic or discipline in the natural sciences.

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.

3. Interpret scientific data qualitatively and quantitatively, in order to derive conclusions consistent with the scope and quality of the data.

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
4. Light & Life
5. Endangered Ecosystems
6. Oceans: Biology, Ecology & Sustainability
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
Environmental Studies (ENVS)
11 Introduction to Environmental Science
13 Soil, Water & Air
20 The Water Wars of California

131 Environmental Education

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

Psychology (PSYC)
65 Foundations of Behavioral Neuroscience

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 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

RELIGION, THEOLOGY & CULTURE 2

GOALS: Critical Thinking, Complexity, Religious Reflection

LEARNING OBJECTIVES: Students will

1.1 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. CourseAvail 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.

Classics (CLAS)
65 Classic Mythology
68 Ancient Roman Religion

Communication (COMM)
175A Theology & Communication

English (ENGL)
161 Bible as Literature
189 Literature & Religion

History (HIST)
17 Ancient Roman Religion
103 Jesuit History & Spirituality
117 State and Church in the Middle Ages, 1000-1450
126 Conflicts in Medieval Christianity
Religion and Society (RSOC)
33 Maya Spirituality
46 African Religion & Culture
54 Comparative Religion and Social Theory
81 Islam
85 Hinduism
87 Buddhism and Film
91 Native Spiritual Traditions

Scripture and Traditions (SCTR)
26 Gender in Early Christianity
27 The Historical Jesus
33 New Testament Narratives and Cinema: Ongoing Revelations
35 Science vs. The Bible-The Genesis Debates
48 Jesus the Jew

Theology, Ethics, and Spirituality (TESP)
43 Catholic Social Thought
46 Faith, Justice & Poverty
65 U.S. Hispanic Theology
71 Mysticism in Catholicism
84 Spirituality & Sustainability

13. CULTURES & IDEAS 3

GOALS: Global Cultures, Diversity, Critical Thinking, Perspective

LEARNING OBJECTIVES:
Students will

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

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

3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society.

BUSINESS students satisfy this requirement with MGMT 80 (Global and Cultural Environment of Business). ENGINEERING and ARTS AND SCIENCES students select any course from this list.

Prerequisites: Cultures & Ideas 1 and 2.

 Anthropology (ANTH)
88 Women, Gender & Sexuality in the Middle East
172 Anthropology of Aging
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 & Lesbian Cultures
157 Postcolonial & Commonwealth Lit & Theory
159 Studies in Indian Subcontinental & Diasporic Literature
165 Studies in African Literature

Ethnic Studies (ETHN)
96 Race, Culture & Class Through Film

French (FREN)
111 Francophone Studies: Caribbean to Vietnam
112 Human Rights in French Black Africa and the Caribbean
113 Black African/Caribbean Women Writers

History (HIST)
64 Central America
91 Africa in World History
92 History of East Asia
95 Modern Latin America
102 Ethnic Cleansing & Genocide
116 Sex & Gender in the Era of High Imperialism
137 The Soviet Experiment
141 Politics & Development in Independent Africa
142 Modern West Asia & North America
143 Women in Political Revolutions
144 Islam in Africa
145 Islam in the Modern World
146A Medieval & Early Modern Japan
146B Modern Japan in the World
147A Premodern China in the World to AD 1600
147B Modern China in the World
149 Special Topics in African History
150 Women in East Asia
151 Imperialism in East Asia
161 Modern Mexico
162 Argentina
164 Seminar: Catholic Church in Latin America
166 Latin America: Peoples, Empires & Nations

Management (MGMT)
80 Global and Cultural Environment of Business
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 this requirement with OMIS 34.

ARTS AND SCIENCES students select any course from this list. Alternately, students in certain majors may chose to satisfy this requirement by completing CSCI 10 as well as a CTW with STSPAR 1 & 2 sequence.

Prerequisites: Core Natural Science and Social Science courses.

Biology (BIOI)

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

Communication (COMM)

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

Computer Sciences (CSCI)

3 Introduction to Computing & Applications

English (ENGL)

138 Internet Culture & Information Society

Environmental Studies (ENVS)

2 Energy & the Environment
10 The Joy of Garbage
80 Ecology & Society
145 Environmental Technology
144 Natural History of Baja
159 Conservation Psychology

General Engineering (ENGR)

60 Sustainable Electric Energy
160 Nanotechnology & Society

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

Operations and Management 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
15. RELIGION, THEOLOGY & CULTURE 3

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

LEARNING OBJECTIVES:

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.

Religion and Society (RSOC)

140 Animals, the Environment, and World Religions
182 Shia Islam in the Contemporary World
190 Islam: Reformation & Modernity

Scripture and Tradition (SCTR)

165 Gender & Sexuality in Biblical Interpretation

Theology, Ethics, and Spirituality (TESP)

118 Clare of Assisi, Ignatius of Loyola
127 Theology of Family
152 Faith, Ethics & the Biodiversity Crisis
156 Christian Ethics and HIV/AIDS
158 Immigration and Ethics

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.

This requirement can be satisfied three ways: with one of the approved courses listed below, with a course offering an ELSJ option, and with an ELSJ milestone. See [web site] for more information about ELSJ options and milestones.

Anthropology (ANTH)

3 Introduction to Cultural Anthropology

Arts & Sciences (ASCI)

22 Solidarity with the Community

Communication (COMM)

40 Introduction to Journalism

Dance (DANC)

59/159 Teaching the Performing Arts

Education (EDUC)

106 Urban Education & Multiculturalism

Environmental Studies (ENVS)

131 Environmental Education

International Programs (INTL)

139BF Community-based Learning in Village Libraries

Management (MGMT)

8 Business Ethics in Practice
### Political Science (POLI)
- 3  Introduction to World Politics (China, India & Mexico)
- 158  Housing & Homelessness Policy
- 198AL  Public Sector Intern
- 198BL  Public Sector Intern

### Psychology (PSYC)
- 196  Psychology of Aging
- 185  Developmental Psychology

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

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

### Theology, Ethics, and Spirituality (TESP)
- 43  Catholic Social Thought
- 158  Immigration and Ethics

### 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
- 115  Environmental Anthropology

### Communication (COMM)
- 141B  Advanced Journalism

### English (ENGL)
- 20  Introduction to Literary Study
- 105  Literacy and Social Justice
- 106  Advanced Writing
- 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
- 182  Engineering Communications
- 183  Writing for Business
- 190W  Playwriting

### History (HIST)
- 101  Historical Writing

### Liberal Studies (LBST)
- 100  Research in the Social Sciences
- 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, 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 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 project from each Pathway course.

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

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 & 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
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.

Updated on 9/30/2015
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) 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 64 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 3 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.