FOUNDATIONS

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

EXPLORATIONS

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

INTEGRATIONS

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

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

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

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

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

Notes:

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

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

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

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

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

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

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

Sincerely,

Laura Nichols, PhD
Director, Undergraduate Core Curriculum

Phyllis R. Brown, PhD
Associate Provost for Undergraduate Education
Table of Contents

UNDERGRADUATE CORE CURRICULUM
Overview ..................................................................................................3
Core Curriculum Components ...............................................................4
Selection of Core Curriculum Courses ....................................................5
Core Curriculum Policies.........................................................................5
General Statement....................................................................................7

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

EXPLORATIONS .........................................................................................11
Ethics ......................................................................................................11
Civic Engagement ..................................................................................12
Diversity: U.S. Perspectives .................................................................13
Arts .........................................................................................................15
Natural Science ......................................................................................16
Social Science .......................................................................................16
Religion, Theology & Culture 2 ............................................................17
Cultures & Ideas 3 ................................................................................18
Science, Technology & Society .............................................................20
Religion, Theology & Culture 3 ............................................................21

INTEGRATIONS ..........................................................................................23
Experiential Learning For Social Justice.................................................23
Advanced Writing ..................................................................................24
Pathways .................................................................................................25

SCHOOL REQUIREMENTS
Leavey School of Business Requirements ............................................27
Engineering School Requirements ......................................................28
Conclusion .............................................................................................29
Overview

A university expresses its most basic values in its Core Curriculum, that is, in those courses required of all of its students. Santa Clara University’s Core Curriculum explicitly integrates three traditions of higher education. As a Catholic university, Santa Clara is rooted in pursuing an understanding of God through the free exercise of reason. As a Jesuit university, Santa Clara provides a humanistic education that promotes an ethical engagement with the world. As a comprehensive American university committed to liberal education, Santa Clara fosters academic excellence, and responsible, creative citizenship. The interrelationship of these three traditions encourages informed and ethical decisions characteristic of citizens and leaders who are motivated by competence, conscience, and compassion.

Core Curriculum Learning Goals

The Core Curriculum affirms the following central learning goals—Knowledge, Habits of Mind and Heart, and Engagement with the World—which often overlap and reinforce one another.

Knowledge: Informed engagement in society requires that you comprehend what has shaped the world you have inherited, the evolving ways of understanding it, and how you might transform it for the better. To that end, the Core deepens your 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: Contributions to a rapidly changing, complex, and interdependent world require that you develop ways of thinking, feeling, and acting that foster passionate, purposeful learning for the rest of your lives. By attending to the cognitive and affective dimensions of human experience, the Core enables you to think more deeply, imagine more freely, and communicate more clearly.

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

The Structure of the Undergraduate Core Curriculum

The Santa Clara University Core Curriculum consists of three phases of academic work. The first two phases—Foundations and Explorations—are designed to deepen knowledge, habits of mind and heart, and experiences engaging with the world that students bring with them to their undergraduate studies. Many course requirements in these phases overlap with requirements for majors. Other requirements introduce students to new areas of study. The third phase—Integrations—is designed to help students reflect more deeply on connections among courses in the Core, and between the Core and their major. The table on the inside cover of this Guide provides a visual representation of the Core’s structure.

Foundations

Students begin the Foundations component with a two-course Critical Thinking & Writing sequence during their first year, and most students also complete a two-course Cultures & Ideas sequence in the first year. At least one of these sequences is linked with the student’s Residential Learning Community. Both Foundations sequences are assigned on the basis of student interest and in conjunction with major requirements when students have declared a major.

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

The other Foundations courses, Math, Second Language, and the first course in the Religion, Theology & Culture sequence, emphasize the knowledge and skills central to liberal education. Small classes create opportunities for mentoring relationships with professors, as well as build communities among students, and promote intentional, reflective learning. All of the Foundations courses provide a shared intellectual foundation, challenging you to sharpen the reflective and analytic skills you will use throughout your studies and in the personal and career paths you choose.
**Explorations**

Explorations courses, taken throughout the four years of study, build on the Foundations component of the Core and foster the breadth of knowledge, habits of mind and heart, and values needed for contemporary life. This component of the Core includes courses on ethics, arts, diversity, natural and social sciences, civic engagement, global cultures, religion, and the interrelationship of science, technology, and society.

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

**Integrations**

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

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

**Why do we have a Pathways requirement?**

Pathways courses provide you with an additional opportunity to make intentional and reflective choices about your education while studying a theme or topic from a number of disciplinary perspectives. This requirement should help you identify connections and relationships among ideas. Pathways courses may be drawn from both upper and lower division course offerings. In fact, Core courses associated with Foundations and Explorations often fulfill Pathways requirements.

After completing the Pathways requirement many students report that the process:

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

Many employers report that they are interested in hiring applicants who can make connections and solve complex problems by drawing on multiple points of view. The Pathways requirement directly supports this goal, by building on the University’s commitment to provide Santa Clara University students with an education that will prepare them for roles as engaged citizens and leaders working to create a more just, humane, and sustainable world.

**Core Curriculum Components**

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Explorations</th>
<th>Integrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical Thinking &amp; Writing 1</td>
<td>• Ethics</td>
<td>• Experiential Learning for Social Justice</td>
</tr>
<tr>
<td>• Critical Thinking &amp; Writing 2</td>
<td>• Civic Engagement</td>
<td>• Advanced Writing</td>
</tr>
<tr>
<td>• Cultures &amp; Ideas 1</td>
<td>• Diversity: U.S. Perspectives</td>
<td>• Pathways* (a cluster of courses with a shared theme; for guidelines related to Pathways, see p. 25)</td>
</tr>
<tr>
<td>• Cultures &amp; Ideas 2</td>
<td>• Arts</td>
<td>*Engineering majors and transfer students who matriculate with 44 or more units of transfer credit complete three Pathway courses, or 12 units; all other students complete four courses, or 16 units.</td>
</tr>
<tr>
<td>• Second Language</td>
<td>• Natural Science</td>
<td></td>
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<tr>
<td>• Mathematics</td>
<td>• Social Science</td>
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<tr>
<td>• Religion, Theology &amp; Culture 1</td>
<td>• Religion, Theology &amp; Culture 2</td>
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<tr>
<td></td>
<td>• Cultures &amp; Ideas 3</td>
<td></td>
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<tr>
<td></td>
<td>• Science, Technology &amp; Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Religion, Theology &amp; Culture 3</td>
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</tr>
</tbody>
</table>
Selection of Core Curriculum Courses

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for Summer Orientation, and most students are pre-enrolled in Cultures & Ideas 1 and 2 before Summer Orientation. The exceptions are students who enroll in Cultures & Ideas 1 and 2 in their second year because requirements for their majors must be completed in the first year. During Summer Orientation, students consult with advisors as they select other Core courses and courses for their majors to complete fall quarter and plan for the remainder of the academic year. This Core Guide lists the courses students will select from for each Core area. The online version of this Core Curriculum Guide is available at: [www.scu.edu/provost/ugst/core/index.cfm](http://www.scu.edu/provost/ugst/core/index.cfm). It is updated frequently as new courses are approved. Students and their advisors use this Guide to familiarize themselves with the range of choices available for each of the Core categories.

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

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

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

A link on the Registrar’s website: [www.scu.edu/registrar](http://www.scu.edu/registrar), to Virtual Book Deadlines and Registration Information will provide access to a flip-book version of the fall quarter schedule, with tentative winter and spring schedules provided on pages 24 and following.

Core Curriculum Policies

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

- Some students satisfy some requirements with more than one course, each of which partially completes the requirement. For example, students may satisfy the Science, Technology & Society requirement with writing courses (ENGL 181 and 182 for engineering majors; Critical Thinking & Writing 1 and 2 with a Science, Technology, & Society theme for others) plus another course required for their majors and approved as partially satisfying the Science, Technology, & Society requirement. Those courses are identified in CourseAvail as “xxxPAR” because they “partially” fulfill a requirement.

- Engineering majors may satisfy more than one requirement with one course when the course has been approved for those Core requirements.

All students may satisfy Core requirements with courses required for the major when the courses are approved for both the major and the Core. In addition, all students may satisfy multiple Integrations requirements with courses that satisfy other Core and major requirements when the courses are approved for the Integrations requirements as well as for the other Core and major requirements. Students completing more than one major only satisfy each Core requirement once; however engineering majors who complete a second major must complete each Explorations requirement with a separate course.
Students normally satisfy Core requirements with courses carrying four or five units, with the following exceptions:

- Engineering majors satisfy the Advanced Writing requirement with a combination of ENGL 181 and 182, which together carry three units.
- The Arts requirement can be satisfied either by a single course of four or five units or with a combination of courses totaling at least four units.
- The Pathways requirement is satisfied by combinations of three, four, or five courses: three or four (a minimum of 12 units) for engineering majors and transfer students who enroll with 44 or more units of transfer credit and four or five (a minimum of 16 units) for all other majors and transfer students who enroll with fewer than 44 units of transfer credit.
- Students normally satisfy the Core requirements with graded courses unless a course approved for the Core Curriculum is only offered P/NP.

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

- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-quarter, themed, sequenced courses. Students must consult with one of the University advisors in the Drahmann Center before making any changes in their enrollment in these courses.
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing.
- Religion, Theology & Culture 1, 2 and 3 must be taken in sequence.
- Religion, Theology & Culture 3 courses only count for the Core requirement after students have completed 88 quarter units.
- A course satisfying the Cultures & Ideas 3 requirement is normally taken after completing Cultures & Ideas 1 and 2.
- A course satisfying the Science, Technology & Society requirement is normally taken after completing Natural Science and Social Science requirements.

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

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.

College of Arts and Sciences Requirements

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

Other Program-Specific Requirements

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

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

While the Undergraduate Core Curriculum is shared by all students, the Leavey School of Business and the Engineering School require some specific or additional Core courses for their majors. An explanation of additional Business School and Engineering School requirements is provided on pages 27-28.

Transfer Credit and the Core Curriculum

Two sets of rules for awarding transfer credit for Core areas are in place, one for students admitted as freshmen, and another for transfer students.
All students must satisfy the following Core requirements at Santa Clara University: Civic Engagement; Science, Technology & Society; Advanced Writing; Experiential Learning for Social Justice; and Pathways.

Students admitted as freshmen must also satisfy Critical Thinking & Writing and Cultures & Ideas 1 and 2, with courses completed at Santa Clara University.

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

Transfer students who enter the University with fewer than 44 units must take all three Religion, Theology & Culture courses, in the required sequence. Transfer students matriculating with 44 or more units of transferable college credit, which does not include any Advanced Placement or International Baccalaureate test credit, complete any two courses from three categories: Religion, Theology & Culture 1, 2, and 3, in any order.

Transfer students must declare their Pathways by the end of their third quarter at SCU. Transfer students in the College of Arts and Sciences and Leavey School of Business who matriculate with fewer than 44 units must take four courses to fulfill the Pathways requirement. Transfer students in the College of Arts and Sciences and Leavey School of Business who matriculate with more than 44 units must take three courses to fulfill the Pathways requirement. All transfer students in the School of Engineering must take three courses to fulfill the Pathways requirement.

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

General Statement

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

While this Core Guide provides lists of all courses approved for each Core area at the time of printing, CourseAvail provides lists of courses approved for each Core area during a particular academic quarter. Course descriptions are available in CourseAvail: www.scu.edu/courseavail, by clicking on the five-digit section numbers.

The information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit in eCampus as a means to track their progress completing requirements for the Core and the major.

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

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

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

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

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

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

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

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

LEARNING OBJECTIVES: In the first course, students will:

1.1 Recall details relevant to the course theme and historical context of the objects, texts, ideas, issues, and/or events studied.

1.2 Identify significant elements of the cultures examined.

1.3 Recognize the complexity of the cultures examined.

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

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

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

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

2.5 Reflect more deeply than in CTW 1 upon the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.
1.4 Analyze and/or interpret significant objects, texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method.

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

LEARNING OBJECTIVES: In the second course students will:

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

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

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

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

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

3. SECOND LANGUAGE

GOALS: Communication, Perspective

LEARNING OBJECTIVES:

Students will:

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

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

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

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

• B.A. and B.S. (Social Sciences) students need to complete the 3rd course of any first year language, i.e., Elementary Language III.

• B.S. (Natural Sciences and Mathematics) students need to complete the 2nd course of any first year language, i.e., Elementary Language II.

• B.S.C. students need to complete the 2nd course of any first year language, i.e., Elementary Language II.
**4. MATHEMATICS**

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

LEARNING OBJECTIVES:

Students will:

1.1 Demonstrate their problem solving skills, including their ability to interpret problem situations, choose among several potentially appropriate mathematical methods of solution, persist in the face of difficulty, and present full and cogent solutions that include appropriate justification for their reasoning.

1.2 Understand and be able to articulate the differences between inductive and deductive reasoning. In particular, students will appreciate the role of mathematical proof in formal deductive reasoning and as a means of conveying mathematical knowledge and will understand the differences between proofs and other less formal arguments.

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

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

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

**MATHEMATICS AND COMPUTER SCIENCE (MATH)**

4 The Nature of Mathematics
6 Finite Mathematics for Social Science
7 Calculus for Social Scientists
8 Introduction to Statistics
11 Calculus & Analytic Geometry I
30 Calculus for Business

**5. RELIGION, THEOLOGY & CULTURE 1**

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

LEARNING OBJECTIVES:

Students will:

1.1 Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions.

1.2 Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence.

Students choose one course from the list below.

**Religion and Society (RSOC)**

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

**Scripture and Tradition (SCTR)**

11 Origins of Western Religion
19 Religions of the Book

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

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

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

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

Management (MGMT)
6 Business Ethics

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

Psychology (PSYC)
114 Ethics in Psychology
115 Feminism & Ethics
116 Ethics, Authenticity, Freedom and Vocation
122B Political Philosophy and Ethics
123 Marx & Ethics
Theology, Ethics and Spirituality (TESP)
159 Ethics of War & Peace

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

7. CIVIC ENGAGEMENT

GOALS: Civic Life, Collaboration, Civic Engagement, Communication

LEARNING OBJECTIVES:
Students will:

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

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

BUSINESS students satisfy this requirement with MGMT 162 plus PHIL 6 or MGMT 6.
ENGINEERING students satisfy this requirement with ENGR 1 plus a capstone course in their major or with one of the courses listed below.
ARTS AND SCIENCES students select any course from this list.

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

Classics (CLAS)
188 Classical Origins of Justice

Communication (COMM)
120A Environmental Communication
122A Media and Advocacy
127A Media and Social Movements
147A The News Media
168A Race, Gender & Politics in the News
170A Communication Law

Dance (DANC)
59/159 Teaching the Performing Arts

Engineering Studies (ENGR)
110 Engineering Projects for the Community

English (ENGL)
100 Literature & Democracy
105 Literacy & Social Justice
145 Milton
148EL Victorian Literature
150EL Contemporary Literature

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

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

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

History (HIST)
85 Introduction to U.S. Environmental History
96A Intro History of the U.S. I
96B Intro History of the U.S. II
115 Gender, Race & Citizenship
118 Representation, Rights & Democracy (1050–1792)
128 Victorian London
130A French Enlightenment & Revolutions in Global Context
130B Late Modern France & the World
184 American Historical Geography
186 History of California
188 The Progressive Era

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

Philosophy (PHIL)
8A The Ethics of Citizenship

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

Psychology (PSYC)
155 Psychology & Law

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

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

Theology, Ethics, and Spirituality (TESP)
163 Christianity & Politics

Women’s and Gender Studies (WGST)
76 Violence Against Women
101 Feminist Theory
113 Environmental Racism, Gender & Justice
117 Race, Gender & Politics in the News
118 Women & Law
169 Gender, Race & Citizenship
182 Sociology of Family

8. DIVERSITY: U.S. PERSPECTIVES

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
146 Perspectives on the Spanish and Native American Experience
148 Historical Archaeology
157 Family & Culture

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

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

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

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

Education (EDUC)
106 Urban Education & Multi-Culturalism

English (ENGL)
35 African American Literature
35G African American Women Writers
38 Asian American Literature
39 Multicultural Literature of the U.S.
67 U.S. Gay & Lesbian Literature
69 Literature by Women Writers of Color
79 Literature and Culture
79G Writing About Literature & Culture
122 Film, Gender, & Sexuality
122AW Film, Gender & Sexuality
125 Feminist Literary Theory and Criticism
132G Studies in 19th-Century American Literature
140 Studies in Chicano Literature
155 Studies in Asian American Literature
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>156</td>
<td>Interdisciplinary Gay &amp; Lesbian Studies</td>
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<tr>
<td>158G</td>
<td>Native American Women Writers</td>
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**Ethnic Studies (ETHN)**

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<tr>
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<td>Intro to Study of Race &amp; Ethnicity</td>
</tr>
<tr>
<td>10</td>
<td>Introduction to Native American Studies</td>
</tr>
<tr>
<td>20</td>
<td>Intro to Chicana/o Studies</td>
</tr>
<tr>
<td>30</td>
<td>Intro to African American Women Writers</td>
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<tr>
<td>35</td>
<td>African American Women Writers</td>
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<td>36</td>
<td>African American Literature</td>
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<td>40</td>
<td>Intro to Asian American Studies</td>
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<tr>
<td>50</td>
<td>Intro to Filipino Studies</td>
</tr>
<tr>
<td>51</td>
<td>Intro to the South Asian Experience in the U.S.</td>
</tr>
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<td>65</td>
<td>Drama of Diversity</td>
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<tr>
<td>95</td>
<td>African American Independent Filmmakers</td>
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<tr>
<td>96</td>
<td>Race, Class, Culture through Film</td>
</tr>
<tr>
<td>134</td>
<td>Black Social Movements</td>
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<tr>
<td>139</td>
<td>African American Psychology</td>
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<td>141</td>
<td>Asian American Women</td>
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<tr>
<td>149</td>
<td>Civil Rights and Anti-Colonial Movements</td>
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<td>152</td>
<td>Multiracial Identities</td>
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<td>154</td>
<td>Women of Color in the U.S.</td>
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<td>155</td>
<td>Racism in the United States</td>
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<td>156</td>
<td>Race, Gender &amp; Environmental Justice</td>
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<tr>
<td>157</td>
<td>Race, Gender, Class &amp; the College Experience</td>
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<tr>
<td>161</td>
<td>Creating Diverse College Going Community</td>
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<tr>
<td>178</td>
<td>Race &amp; World War II</td>
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**History (HIST)**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>84</td>
<td>Women in American Society</td>
</tr>
<tr>
<td>153</td>
<td>Civil Rights and Anti-Colonial Movements</td>
</tr>
<tr>
<td>156A</td>
<td>African American History, 1300-1877</td>
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<tr>
<td>156B</td>
<td>African American History, 1300-Present</td>
</tr>
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<td>177</td>
<td>Gays/Lesbians in U.S. History</td>
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<td>178</td>
<td>Race &amp; World War II</td>
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<tr>
<td>180</td>
<td>Native American History</td>
</tr>
<tr>
<td>181</td>
<td>United States Women since 1900</td>
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<tr>
<td>183</td>
<td>Whiteness and Immigration in the US</td>
</tr>
<tr>
<td>187</td>
<td>The American West</td>
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<td>188S</td>
<td>The Making of Modern America: The Progressive Era</td>
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**Italian Studies (ITAL)**

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<th>Course Title</th>
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<td>185</td>
<td>The Italian-American Experience</td>
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**Music (MUSC)**

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**Philosophy (PHIL)**

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<td>Philosophy &amp; Disability</td>
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<td>156</td>
<td>Philosophy of Race</td>
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**Political Science (POLI)**

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<td>Race &amp; Ethnicity in Politics of Developed States</td>
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<td>154</td>
<td>Women &amp; Politics</td>
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<tr>
<td>169</td>
<td>Special Topics in U.S. Politics</td>
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<tr>
<td>171</td>
<td>Women &amp; Law</td>
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**Psychology (PSYC)**

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<th>Course Title</th>
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<tr>
<td>156</td>
<td>Psychology of Diversity</td>
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<tr>
<td>182</td>
<td>Gender in Human Development</td>
</tr>
<tr>
<td>189</td>
<td>African American Psychology</td>
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**Sociology (SOCI)**

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<td>33</td>
<td>Social Problems in the U.S.</td>
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<td>150</td>
<td>Ethnic Enterprises</td>
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<tr>
<td>153</td>
<td>Race, Class &amp; Gender in the United States</td>
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<td>175</td>
<td>Race &amp; Inequality</td>
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<td>Immigrant Communities</td>
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**Theatre (THTR)**

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<tr>
<td>65</td>
<td>Drama of Diversity</td>
</tr>
<tr>
<td>151</td>
<td>Fashion, Politics, &amp; Issues of Gender</td>
</tr>
<tr>
<td>161</td>
<td>American Theatre from the Black Perspective</td>
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**Theology, Ethics and Spirituality (TESP)**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>64</td>
<td>Environmental Justice in the Catholic Imagination</td>
</tr>
<tr>
<td>65</td>
<td>U.S. Hispanic Theology</td>
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<tr>
<td>158</td>
<td>Immigration &amp; Ethics</td>
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**Women's and Gender Studies (WGST)**

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

### 9. ARTS

**GOALS:** Arts & Humanities, Complexity, Communication, Collaboration

**LEARNING OBJECTIVES:**

Students will:

1.1 Create and interpret art, individually and collaboratively.

1.2 Through artistic creation express knowledge and understanding of the world, humanity, and themselves.

1.3 Analyze and critique art to inform and inspire their own creative practice.

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

### Studio Art (ARTS)

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

### Communication (COMM)

| 30 | Visual Communication |
| 31 | Introduction to Digital Film Making |
| 131B | Intermediate Dramatic Production |
| 132B | Intermediate Documentary Production |
| 162B | Visual Cultural Communication |

### Computer Engineering (COEN)

| 165 | 3D Animation & Modeling |
| 167 | Multimedia/Interactive Projects |

### Dance (DANC)

| 40 | Jazz Dance I |
| 41 | Jazz Dance II |
| 42 | Jazz Dance III |
| 43 | Beginning Ballet I |
| 44 | Ballet II |
| 45 | Ballet III |
| 46 | Modern Dance I |
| 47 | Modern Dance II |
| 48 | Modern Dance III |
| 49 | Dance Composition |
| 50 | Tap Dance I |
| 51 | Tap Dance II |
| 56/156 | Musical Theatre Dance Styles |
| 59/159 | Musical Theatre Dance Styles |
| 59/159 | Teaching the Performing Arts |
| 140 | Advanced Ballet I |
| 141 | Advanced Ballet II |
| 142 | Advanced Jazz Dance I |
| 143 | Choreography |
| 146 | Advanced Modern Dance I |
| 159 | Teaching the Performing Arts |

### English (ENGL)

| 71 | Fiction Writing |
| 72 | Poetry Writing |
| 126 | Creative Writing & Social Justice |
| 127 | Writing Genre Fiction |
| 170 | Writing for Children & Young Adults |
| 171 | Advanced Fiction Writing |

### Music (MUSC)

| 1 | Music Theory I |
| 1A | Aural Skills |
| 8 | Introduction to Music |
| 9 | Introduction to Electronic Music |
| 30 | Beginning Piano |
| 34 | Beginning Voice Class |
| 36 | Beginning Guitar |
| 37 | Beginning Composition Class |
| 40/140 | University Orchestra |
| 42/142 | Concert Choir |
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)
1 Evolution, Genetics & Humankind
3 Fitness Physiology
4 Light & Life
5 Endangered Ecosystems
6 Oceans: Biology, Ecology & Sustainability
13 Human Biology
18 Exploring Biotechnology
19 Biology for Teachers
157 Environmental Biology in the Tropics

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

*Although Chem. 11 fulfills the Core Natural Science requirement, this rigorous chemistry course is designed for science and engineering majors and students taking the required courses for healthcare careers.

Environmental Studies (ENVS)
20 The Water Wars of California
21 Introduction to Environmental Science
23 Soil, Water & Air
141 Environmental Biology in the Tropics

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

Psychology (PSYC)
65 Foundations of Behavioral Neuroscience

11. SOCIAL 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
- 1E Principles of Microeconomics
- 2 Principles of Macroeconomics
- 129BF Economic Development

### Liberal Studies (LBST)
- 100 Understanding Research in the Social Sciences

### Political Science (POLI)
- 2 Introduction to Comparative Politics
- 134 Race & Ethnicity in the Politics of Developed States
- 143 Democracy & Democracy Building
- 145 Politics of Former Communist States

### Psychology (PSYC)
- 1 General Psychology I
- 2 General Psychology II

### Sociology (SOCI)
- 1 Principles of Sociology

### Communication (COMM)
- 175A Theology & Communication
- 179A The Internet, Faith, & Globalization

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

### History (HIST)
- 16 Ancient Greek Religion
- 17 Ancient Roman Religion
- 103 Jesuit History & Spirituality
- 117 State & Church in the Middle Ages, 1000–1450
- 120 The Crusades: Christian & Muslim Perspectives
- 126 Conflicts in Medieval Christianity

### Political Science (POLI)
- 139 Religion & Politics in the Developing World

### Religion and Society (RSOC)
- 33 Maya Spirituality
- 38 Religion & Culture: Africa
- 44 African Christianity
- 46 African Religion & Culture
- 49 Religion, Poltics & Civil Society
- 51 Religion in America
- 54 Comparative Religion & Social Theory
- 67 Film & Judaism
- 81 Islam
- 85 Hinduism
- 86 Buddhism
- 87 Buddhism & Film
- 91 Native Spiritual Traditions
- 96 Latin American Theology
- 99 Sociology of Religion

### 12. RELIGION, THEOLOGY & CULTURE 2

**GOALS:** Critical Thinking, Complexity, Religious Reflection

**LEARNING OBJECTIVES:**
Students will:

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. **Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.**
3. **Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.**

Students choose one course from the list below.

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

**PREREQUISITE:** Religion, Theology & Culture 1

### Anthropology (ANTH)
- 150 Religion in Culture and Society

### Classics (CLAS)
- 12A Gods & Mortals (Engineering majors only)
- 63 Ancient Eros: Sex and Religion in Ancient Greece
- 65 Classic Mythology
- 67 Ancient Greek Religion
- 68 Ancient Roman Religion
- 69 Early Christianity

### Communication (COMM)
- 175A Theology & Communication
- 179A The Internet, Faith, & Globalization

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

### History (HIST)
- 16 Ancient Greek Religion
- 17 Ancient Roman Religion
- 103 Jesuit History & Spirituality
- 117 State & Church in the Middle Ages, 1000–1450
- 120 The Crusades: Christian & Muslim Perspectives
- 126 Conflicts in Medieval Christianity

### Political Science (POLI)
- 139 Religion & Politics in the Developing World

### Religion and Society (RSOC)
- 33 Maya Spirituality
- 38 Religion & Culture: Africa
- 44 African Christianity
- 46 African Religion & Culture
- 49 Religion, Poltics & Civil Society
- 51 Religion in America
- 54 Comparative Religion & Social Theory
- 67 Film & Judaism
- 81 Islam
- 85 Hinduism
- 86 Buddhism
- 87 Buddhism & Film
- 91 Native Spiritual Traditions
- 96 Latin American Theology
- 99 Sociology of Religion
### 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) when it is taken on the SCU campus. If study abroad credit is received for MGMT 80, students should choose another course to satisfy Cultures & Ideas 3 from the list below. ENGINEERING and ARTS AND SCIENCES students select any course from this list.**

**RECOMMENDATION:** Enroll after completing Cultures & Ideas 1 and 2.

### Anthropology (ANTH)

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<td>World Geography</td>
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<td>88</td>
<td>Women, Gender &amp; Sexuality in the Middle East</td>
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<tr>
<td>152</td>
<td>Political Anthropology</td>
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### Art History (ARTH)

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<tr>
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<td>Introduction to the Arts of the Middle East</td>
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<td>26</td>
<td>Introduction to the Arts of Asia</td>
</tr>
<tr>
<td>27</td>
<td>Introduction to the Arts of Africa</td>
</tr>
<tr>
<td>152</td>
<td>Pre-Columbian Art: From Olmec to Aztec</td>
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<tr>
<td>160</td>
<td>East-West Encounters in the Visual Arts</td>
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<td>161</td>
<td>Photography in Japan</td>
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<td>162</td>
<td>Visual Culture of Modern Japan</td>
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<td>163</td>
<td>The Japanese Print</td>
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<td>164</td>
<td>Islamic Art, 600-1350 C.E.</td>
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### Classics (CLAS)

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</table>
### Theology, Ethics, and Spirituality (TESP)

- **133** Trinitarian Theology: East & West

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

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

### 14. SCIENCE, TECHNOLOGY & SOCIETY

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

**LEARNING OBJECTIVES:**

Students will:

1.1 Recognize and articulate the complexity of the relationship between science and/or technology and society.

1.2 Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment.

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

ENGINEERING students satisfy this requirement through a combination of ENGL 181 and 182 and the capstone for the major or with any of the courses listed below. BUSINESS students satisfy this requirement with OMIS 34.

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

### Accounting (ACTG)

- **134** Accounting Information Systems

### Anthropology (ANTH)

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

### Biology (BIOL)

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

### Business (BUSN)

- **150** Feeding the World

### Communication (COMM)

- **12** Technology & Communication
- **149B** Science News
- **164A** Race, Gender & Public Health in the News
- **176A** Biology of Human Communication

### Computer Sciences (CSCI)

- **3** Introduction to Computing & Applications

### Engineering (ENGR)

- **60** Sustainable Electric Energy
- **160** Nanotechnology & Society

### English (ENGL)

- **138** Internet Culture & Information Society

### Environmental Studies (ENVS)

- **10** The Joy of Garbage
- **80** Energy & the Environment
- **115** GIS in Environmental Studies
- **135** Biofuels: Sustainable Energy for the Future?
- **144** Natural History of Baja
- **145** Environmental Technology
153 Conservation Science
158 Conservation Psychology

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

Honors (HNRS)
20S Difficult Dialogues
(Decimal for Social Justice)

Liberal Studies (LBST)
75 Educational Reform in America

Management (MGMT)
177 Managing with the Internet

Mechanical Engineering (MECH)
144 Smart Product Design

Music (MUSC)
180 Thinking About Music Now

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

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

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

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

Public Health Sciences (PHSC)
1 Human Health & Disease
28 Human Sexuality
100 Introduction to Epidemiology
120 Technology, Innovation & Public Health

Sociology (SOCI)
49 Computer, Internet & Society
120 Quantitative Methods & Applied Stats
149 Business, Technology & Society
164 Collective Behavior

Women’s and Gender Studies (WGST)
116 Race, Gender & Public Health in the News

15. RELIGION, THEOLOGY & CULTURE 3

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

LEARNING OBJECTIVES:
Students will:

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

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

Students choose one course from the list below.

Note: Religion, Theology & Culture 3 only counts for the Core when it is taken after completing 88 units.

PREREQUISITE: Religion, Theology & Culture 2

Biology (BIOL)
171 Social & Ethical Dimensions of Biotechnology

Electrical Engineering (ELEN)
160 Chaos Theory, Metamathematics & the Limits of Knowledge

Religion and Society (RSOC)
106 Zen in Theory & Practice
111 Inventing Religion in America
113 Buddhism in America
115 Tibetan Buddhism: A Cultural History
119 Media & Religion
121 Representing Religion in World Cinema
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<td>Christianity with an African Face</td>
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<td>Tantra in Theory and Practice</td>
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<td>Religion in Latin America</td>
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<td>Animals, the Environment &amp; World Religions</td>
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<td>148R</td>
<td>Religion &amp; the Presidency</td>
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<td>Science, Religion &amp; Global Warming</td>
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<td>The Islamic Jesus</td>
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<td>Religious Traditions &amp; Contemporary Moral Issues</td>
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<td>Gender and Judaism</td>
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<td>Shia Islam in the Contemporary World</td>
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<td>Religion &amp; Violence</td>
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<td>Islam: Reformation &amp; Modernity</td>
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<td>Religions of Colonized Peoples</td>
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<td>Clare of Assisi, Ignatius of Loyola</td>
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<td>Theology, Sex &amp; Relationships</td>
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<td>Theology of Marriage</td>
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<td>Theology of Family</td>
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<td>Feminist Theologies</td>
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<td>Telling Your Story: Discerning Vocation</td>
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<td>133</td>
<td>Trinitarian Theology: East &amp; West</td>
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<td>Popes, Peasants &amp; Prophetesses</td>
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<td>Contemporary Theology of Paul Tillich</td>
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<td>Theology &amp; Ethics of Thomas Aquinas</td>
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<td>Faith, Ethics &amp; the Biodiversity Crisis</td>
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<td>156</td>
<td>Christian Ethics &amp; HIV/AIDS</td>
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<td>Ethics in Health Professions</td>
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<td>158</td>
<td>Immigration &amp; Ethics</td>
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<td>Ethics of War &amp; Peace</td>
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<td>Mysticism in Action: Zen &amp; Catholicism</td>
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<td>Women's Theologies from the Margins</td>
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<td>Finding Your Own Spirituality</td>
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<td>Ignatian Spirituality</td>
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<td>Rahner: Foundations of Faith</td>
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<td>Gender &amp; Sexuality in Biblical Interpretation</td>
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**Scripture and Tradition (SCTR)**

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<td>RSS: Bondage &amp; Freedom</td>
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**Theology, Ethics, and Spirituality (TESP)**

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

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<td>151</td>
<td>Women's Theologies from the Margins</td>
</tr>
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</table>
16. EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE

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

LEARNING OBJECTIVES:
Students will:

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

1.2 Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess.

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

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

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

Anthropology (ANTH)
- 16 Introduction to Cultural Anthropology

Biology (BIOL)
- 188 STEM Education and Justice

Business (BUSN)
- 151B Food, Hunger, Poverty & Environment Immersion (formerly BUSN 151)
- 188 Field Studies: Neighborhood Prosperity Initiative
- 195EL Reflecting on Global Fellowships

Communication (COMM)
- 40EL Introduction to Journalism (cross-listed with ETHN 60)
- 107A Intercultural Communication
- 141B Advanced Journalism

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

English (ENGL)
- 106EL Advanced Writing: Good Citizens
- 126 Creative Writing & Social Justice
- 148EL Victorian Literature
- 150EL Contemporary Literature

Environmental Studies (ENVS)
- 131 Environmental Education
- 155 Environmental & Food Justice

Ethnic Studies (ETHN)
- 60 Introduction to Journalism (cross-listed with COMM 40EL)
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<td>198EL Public Sector Study &amp; Internship</td>
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<td>Exploring Society through Photography</td>
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<td>Immigration &amp; Ethics</td>
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<td>Ignatian Spirituality</td>
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## 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.
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.
TRANSFER Students who matriculate with 44 or more units complete at least 12 units, usually three courses. Pathways also provide opportunities for undergraduate research experience and for deepening links with the Residential Learning Communities and Centers of Distinction, such as the Center for Science, Technology & Society, the Ignatian Center for Jesuit Education, and the Markkula Center for Applied Ethics.

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

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

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

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

GUIDELINES FOR PATHWAYS
- All majors in the College of Arts & Sciences and Leavey School of Business except transfer students who matriculate with 44 or more units of transfer credit complete four-course Pathways. If a Pathway includes 2-unit courses, five courses will be required.
- All engineering majors and transfer students who enroll with 44 or more units of transfer credit complete three-course Pathways.
- Students may include no more than two courses from any subject (e.g., ANTH, BIOL, ENGL, TESP)
- Please note that ENVS, ETHN, LBST, PHSC, and WGST are exempt from the above two-course rule because courses in these areas are inherently interdisciplinary.
- A student’s Pathway may contain no more than two courses in either the Cultures & Ideas sequence (C & I 1, 2, and 3) or the Religion, Theology, & Culture sequence (RTC 1, 2, and 3).
- Only one course in a Pathway may be a Foundations course (normally taken the first year). Note: C&I 1 and 2 are Foundations courses, but C&I 3 is not; RTC 1 is a Foundations course, but RTC 2 and 3 are not.
- Some courses will be appropriate for more than one Pathway, but students will complete only one Pathway.
- Students may petition to have one study abroad courses count toward a Pathway.
- Any course a student wants to include within a Pathway must have been approved for the Pathway. A list of approved courses is available on the Core website: www.scu.edu/provost/ugst/core/pathways/assets-available-pathways/index.cfm

APPROVED PATHWAYS
American Studies
Applied Ethics
Beauty
Children, Family & Society
Cinema Studies
Democracy
Design Thinking
The Digital Age
Food, Hunger, Poverty & the Environment
Gender, Globalization & Empire
Gender, Sexuality & the Body
Global Health
Human Rights in a Global World
Islamic Studies
Justice & the Arts
Law & Social Justice
Leading People, Organizations & Social Change
Paradigm Shifts
Politics & Religion
Public Policy
Race, Place & Social Inequalities
Sustainability
Values in Science & Technology
Vocation

For complete lists of courses associated with Pathways, see: www.scu.edu/provost/ugst/core/pathways/assets-available-pathways/index.cfm
School Requirements

Leavey School of Business Requirements

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

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

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

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

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

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

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

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

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

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

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

Accounting majors will satisfy these requirements with ACTG 134.

Accounting & Information Systems majors and Management Information Systems majors choose from OMIS 30 or 31 to meet the information systems requirement in the business core and then choose another approved course to satisfy the University-wide Science, Technology & Society requirement.

**UPPER DIVISION COURSES:**

**Business Writing:** BUSN 179 (Communications in Business). Also satisfies the University-wide Advanced Writing requirement.

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

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

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

**Operations Management and Information Systems:** OMIS 108 (Operations Management)

**The Business Capstone:** MGMT 162 (Strategic Analysis). To be taken during senior year. MGMT 162 plus MGMT 6 or PHIL 6 also satisfy the University Civic Engagement requirement.
Engineering School Requirements

Engineering majors may satisfy some Core requirements with courses required for their majors.

Mathematics and Natural Science: Fulfilled with courses also satisfying major requirements—usually by MATH 11 & CHEM 11—or by students’ Advanced Placement credits

Second Language: Fulfilled by two years of high school study in a second language

Civic Engagement: Fulfilled by a combination of ENGR 1 and a senior design project

Arts: Fulfilled by a combination of ENGL 181 and a senior design project

Science, Technology, and Society: Fulfilled by a combination of ENGL 182 and a senior design project

Advanced Writing: ENGL 181 and 182

Engineering majors will complete the following requirements by taking a course approved for the designated Core requirement.

- Religion, Theology & Culture 1
- Ethics
- Diversity: U.S. Perspectives
- Social Science
- Religion, Theology & Culture 2
- Cultures and Ideas 3
- Religion, Theology & Culture 3
  (Religion, Theology & Culture 3 courses only count for the Core after students have completed 88 units)
- Experiential Learning for Social Justice

Pathways: Three courses (a minimum of 12 units) approved for a declared Pathway. One course may satisfy a major requirement; one course may satisfy a Foundations requirement; one course may be part of a Religion, Theology & Culture sequence.

Engineering students can satisfy more than one Core requirement with one course, as long as that course has been approved for each Core requirement being satisfied.

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

Candidates for an undergraduate degree at Santa Clara University must complete all requirements for a bachelor’s degree as set forth by the University, their College or School, and academic departments or programs. Failure to understand those requirements does not relieve a student of his or her responsibility. Each student must be mindful of the general requirements and of relevant school and department requirements.

However, students should also be aware that the Core Curriculum is more than a set of requirements. The Core provides the breadth in a Santa Clara education, which is as important to the educated person as the depth of knowledge achieved in the concentrated study of the major field. Students should work with their academic advisors to ensure that they take full advantage of the opportunities offered by the Core Curriculum.

Drahmann Academic Advising and Learning Resources Center
Santa Clara University
500 El Camino Real
Santa Clara, CA 950531053
408-554-4318
www.scu.edu/drahmann
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