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

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

**EXPLORATIONS**
- Ethics
- Civic Engagement
- Diversity
- Arts
- Natural Science
- Social Science
- Religion, Theology & Culture 2
- Cultures & Ideas 3
- Science, Technology & Society
- Religion, Theology & Culture 3

**INTEGRATIONS**
- Experiential Learning for Social Justice
- Advanced Writing
- Pathways*

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

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

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

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

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

Students matriculating with 44 or more units of transferable college credit, which does not include any Advanced Placement or International Baccalaureate test credit, complete any two Religion, Theology & Culture courses.
Welcome to Santa Clara University. This guide provides information about our Undergraduate Core Curriculum—the array of educational experiences that build foundations and supply contexts for the more specialized study in the majors. The Core is the broadest of the four categories of courses students must complete to earn a degree:

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

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

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

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

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

Sincerely,

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

Core Curriculum Learning Goals

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

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

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

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

The Structure of the Undergraduate Core Curriculum

The Santa Clara Core Curriculum consists of three phases of academic work. **Foundations** and **Explorations** requirements, the first two phases, are designed to build on, extend, and deepen knowledge, habits of mind and heart, and experiences engaging with the world that students bring with them to their undergraduate studies. Many 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

All students begin the Foundations component with a Critical Thinking & Writing sequence during their first year, and most also complete a 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 carefully designed and selected for first-year students on the basis of student interest and requirements for majors when students have declared a major. These sequences introduce students to university learning in the context of complex, multidimensional topics and a rigorous intellectual environment in and outside the classroom. They provide students with opportunities to study diverse as well as shared 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, build communities among students, and promote intentional, reflective learning. All of the Foundations courses provide a shared intellectual foundation, challenging students to sharpen the reflective and analytic skills they will use throughout their studies and in whatever personal and career paths they 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 these courses 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 to transform the world for the better.

Integrations

Integrations courses reemphasize engaged learning, critical thinking, civic life, communication, and intentional learning. They help students discover and explore additional connections among courses in the Core or major and are most often components embedded in other Core courses and courses required for majors. For example, 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 classes are often discipline-specific courses that give students the opportunity to gain further mastery over crucial learning objectives and to build on their knowledge about the rhetorical situations of major disciplines. 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.

Core Curriculum Components

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<td>• Critical Thinking &amp; Writing 2</td>
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<td>• Advanced Writing</td>
</tr>
<tr>
<td>• Cultures &amp; Ideas 1</td>
<td>• Diversity</td>
<td>• Pathways* (a cluster of courses with a shared theme; for guidelines related to Pathways, see p. 23-24)</td>
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<tr>
<td>• Cultures &amp; Ideas 2</td>
<td>• Arts</td>
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<td>• Second Language</td>
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<td>• Religion, Theology &amp; Culture 3</td>
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*Engineering majors and transfer students who enroll with 44 or more units complete three Pathway courses or 12 units; all other students complete four courses or 16 units.
Core Curriculum Processes

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

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

Because not every course approved for the Core is offered every quarter, students and advisors should also consult CourseAvail (www.scu.edu/courseavail) and use the drop-down box listing Core categories to select courses offered during a particular quarter. In addition to being able to consult a list of courses approved for each Core area and offered a particular quarter, students can click on the five-digit section number for any course, while reading a list of courses offered by a particular department, to see what Core areas a course satisfies. A listing of Core attributes is available to assist with this process. A link on the Registrar’s website to Quarterly Deadlines and Registration Information will provide access to a flip-book version of the fall quarter schedule, with tentative winter and spring schedules provided on pages 25 and following. As the academic year progresses, winter and spring quarter schedules will become available online.

Core Curriculum Policies

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

- Some students satisfy some requirements with more than one course, each of which partially completes the requirement. For example, students majoring in engineering, some natural sciences, and math may satisfy the Science, Technology & Society requirement with writing courses (ENGL 181 and 182 for engineering majors; Critical Thinking & Writing 1 and 2 with a Science, Technology, & Society theme for math and some natural science majors) 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 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 or four courses: three (or a minimum of 12 units) for engineering majors and transfer students who enroll with 44 or more units of transfer credit and four (or 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.

Other Program-Specific Requirements

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

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 requirements and Engineering School requirements is provided on pages 25-26.

Core Curriculum Requirements for Transfer Students

The following Core requirements must be completed at Santa Clara University:

- Ethics; Civic Engagement; Science, Technology & Society; Advanced Writing; Experiential Learning for Social Justice; Pathways.

Because Santa Clara University only allows transfer credit for Religion, Theology, & Culture courses completed at other Jesuit institutions, most students will complete this requirement at Santa Clara University.
Transfer students enrolling with fewer than 44 units of transfer credit will complete the same Core requirements as freshmen.

Transfer students who matriculate with credit for both Critical Thinking & Writing 1 and 2 have satisfied the requirement. This may include exemptions granted at other schools and credit granted through Advanced Placement and International Baccalaureate test scores.

Transfer students who receive credit for both Cultures & Ideas 1 and 2 have satisfied the requirement.

Transfer students who enroll with 44 or more units of transfer credit
• with credit for Critical Thinking & Writing 1 but not Critical Thinking & Writing 2—an Advanced Writing course will substitute for the Critical Thinking & Writing 2 requirement. In other words, these transfer students will complete two Advanced Writing courses.
• with credit for Culture & Ideas 1 but not Culture & Ideas 2—a Culture & Ideas 3 course will substitute for the Culture & Ideas 2 requirement. In other words, these transfer students will complete two Culture & Ideas 3 courses.
• will take any two Religion, Theology & Culture courses at any level to fulfill the Religion, Theology & Culture requirement. At least one upper-division course is recommended.

Pathways for Transfer Students
• Transfer students will declare their Pathways by the end of their third quarter at Santa Clara University.
• Rules for three-course Pathways apply to transfer students in the College of Arts & Sciences and Leavey School of Business who matriculate with 44 or more units of transfer credit and all transfer students in the School of Engineering.

For additional information about transfer credit, see the Undergraduate Bulletin.

General Statement
The following pages list courses approved as satisfying Core Curriculum requirements at the time this Guide was printed. Because students will be pre-enrolled before Summer Orientation in sections of Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2, based on the information they provided about their interests, they will be able to focus on other Core areas and courses for their majors when they register for fall classes during 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 in eCampus provides lists of courses approved for each Core area during a particular academic quarter. CourseAvail also provides course descriptions when the five-digit section number is clicked on. Please assume the information in CourseAvail is current and takes precedence over information in this Core Guide. Students should also use the degree audit in eCampus as a means to track their progress completing requirements for the Core and the major.

Students 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 they transfer to.

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

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

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

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

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

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

All students are pre-enrolled in Critical Thinking & Writing 1 and 2 before they arrive for Summer Orientation.
1.4 Analyze and/or interpret significant objects, texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method.

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

LEARNING OBJECTIVES: In the second course students will

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

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

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

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

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

3. SECOND LANGUAGE

GOALS: Communication, Perspective

LEARNING OBJECTIVES:
Students will

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

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

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

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

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

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

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

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

LEARNING OBJECTIVES:

Students will

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

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

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

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

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

MATHEMATICS AND COMPUTER SCIENCE (MATH)

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

5. RELIGION, THEOLOGY & CULTURE 1

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

LEARNING OBJECTIVES:

Students will

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

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

Students choose one course from the list below.

Religion and Society (RSOC)
7 South Asian Traditions
9 Ways of Understanding Religions
10 Asian Religious Traditions
19 Egyptian Religious Traditions

Scripture and Tradition (SCTR)
11 Origins of Western Religion
19 Religions of the Book

Theology, Ethics, and Spirituality (TESP)
2 Magicians, Athletes & God
4 The Christian Tradition
8 Franciscans & Jesuits: An Introduction to Catholic Spiritualities
6. ETHICS

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

LEARNING OBJECTIVES:
Students will

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

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

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

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

BUSINESS students must satisfy this requirement with MGMT 6 or PHIL 6.

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

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

Management (MGMT)
6  Business Ethics

Philosophy (PHIL)
2  Introduction to Ethics
3A Ethics in the Digital Age
4A Ethics & Gender
5  Ethical Issues in Society
6  Ethical Issues in Business
7  Ethical Issues in Medicine
8  Ethical Issues in Politics
9  Ethical Issues & the Environment
10 Ethical Issues in the Law
109 Ethics & the Environment
111 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

Theology, Ethics and Spirituality (TESP)
159 Ethics of War & Peace

Women’s and Gender Studies (WGST)
58 Ethics & Gender
7. CIVIC ENGAGEMENT

GOALS: Civic Life, Collaboration, Civic Engagement, Communication

LEARNING OBJECTIVES:

Students will

1.1 Critically evaluate and express reasoned opinions about the role of public organizations (governmental, 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
188 Classical Origins of Justice

Classics (CLAS)

Communication (COMM)
120A Environmental Communication
122A Media & 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

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

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

150EL Contemporary Literature

Engineering (ENGR)
110 Engineering Projects Community

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

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

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
171 Women & Law
198A Public & Nonprofit Sector Internship

Psychology (PSYC)
155 Psychology & Law

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

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

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

8. DIVERSITY

GOALS: Diversity, Perspective, Social Justice, Complexity

LEARNING OBJECTIVES:
Students will
1.1 Describe examples of diverse human experiences, identities, and cultures in the United States.
1.2 Identify and discuss paradigms that lead to inequity and injustice.

1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.
1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.

Anthropology (ANTH)
90 Cross-Cultural Study of Women, Gender & Sexuality
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

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.
66 The Radical Imagination
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 & Criticism
132G Studies in 19th-Century American Literature
140 Studies in Chicano Literature
155 Studies in Asian American Literature
156 Interdisciplinary Gay & Lesbian Studies
158G Native American Women Writers

Ethnic Studies (ETHN)
5 Intro to Study of Race & Ethnicity
10 Introduction to Native American Studies
20 Intro to Chicana/o Studies
| 30 | Intro to African American Women Writers |
| 35 | African American Women Writers |
| 36 | African American Literature |
| 40 | Intro to Asian American Studies |
| 50 | Intro to Fillipino Studies |
| 51 | Intro to the South Asian Experience in the U.S. |
| 65 | Drama of Diversity |
| 95 | African American Independent Filmmakers |
| 96 | Race, Class, Culture through Film |
| 134 | Black Social Movements |
| 139 | African American Psychology |
| 141 | Asian American Women |
| 149 | Civil Rights & Anti-Colonial Movements |
| 152 | Multiracial Identities |
| 154 | Women of Color in the U.S. |
| 155 | Racism in the United States |
| 156 | Race, Gender & Environmental Justice |
| 157 | Race, Gender, Class & the College Experience |
| 161 | Creating Diverse College Going Community |
| 178 | Race & World War II |
| 84 | Women in American Society |
| 153 | Civil Rights & Anti-Colonial Movements |
| 156A | African American History, 1300-1877 |
| 156B | African American History, 1300-Present |
| 177 | Gays/Lesbians in U.S. History |
| 178 | Race & World War II |
| 180 | Native American History |
| 181 | United States Women since 1900 |
| 183 | Whiteness & Immigration |
| 187 | The American West |
| 188S | The Making of Modern America: The Progressive Era |
| Italian Studies (ITAL) | 185 | The Italian-American Experience |
| Leadership, Excellence, and Academic Development (LEAD) | 10 | Difficult Dialogues: Creating College-Going Communities |
| Music (MUSC) | 20 | Music in American Cultures I |
| Philosophy (PHIL) | 70 | Philosophy & Disability |
| 156 | Philosophy of Race |
| Political Science (POLI) | 134 | Race & Ethnicity in Politics of Developed States |
| 154 | Women & Politics |
| 171 | Women & Law |
| Psychology (PSYC) | 156 | Psychology of Diversity |
| 182 | Gender in Human Development |
| 189 | African American Psychology |
| Sociology (SOCI) | 33 | Social Problems in the U.S. |
| 150 | Ethnic Enterprises |
| 153 | Race, Class & Gender in the United States |
| 175 | Race & Inequality |
| 180 | Immigrant Communities |
| Theology, Ethics and Spirituality (TESP) | 64 | Environmental Justice in the Catholic Imagination |
| 65 | U.S. Hispanic Theology |
| 158 | Immigration & Ethics |
| Theatre (THTR) | 65 | Drama of Diversity |
| 151 | Fashion, Politics, & Issues of Gender |
| 161 | American Theatre from the Black Perspective |
| Women's and Gender Studies (WGST) | 14 | African American Women Writers |
| 15 | Literature by Women Writers of Color |
| 50 | Intro to Women's & Gender Studies |
| 57 | Women in American Society |
| 101 | Feminist Theory |
| 111 | Asian American Women |
| 112 | Women of Color in the U.S. |
| 113 | Environmental Racism, Gender & Justice |
| 114 | Race, Gender, Class & the College Experience |
| 115 | Race, Class & Gender in the United States |
| 117 | Race, Gender & Politics in the News |
| 118 | Women & Law |
| 134 | Film, Gender, & Sexuality |
| 136 | Interdisciplinary Gay & Lesbian Studies |
| 138 | Gays/Lesbians in U.S. History |
| 155 | Family & Culture |
| 173 | United States Women since 1900 |
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 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
73 Life 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
43/143 Chamber Singers
54/154 Concert Band
156 Improvisation
157 Laptop Orchestra

Theatre (THTR)
7 Improv
8 Acting for Non-Majors
20 Acting I
10. NATURAL SCIENCE

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

LEARNING OBJECTIVES:
Students will

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

1.2 Apply scientific reasoning and methods of inquiry, such as formulating testable hypotheses, designing informative experiments, or collecting experimental or observational data that explain phenomenon in the natural world.

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

1.4 Recognize limitations of experimental and observational methods, and understand concepts of probability, causation, and correlation.

Anthropology (ANTH)

31 Introduction to Archeology

Biology (BIOL)

1 Introduction to Biological Anthropology
2 Introduction to Archeology

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: Science & Engr 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

12. **RELIGION, THEOLOGY & CULTURE 2**

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

**LEARNING OBJECTIVES:**

Students will:

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief).

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.

Students choose one course from the list below.

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

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

**Anthropology (ANTH)**

150 Religion in Culture and Society

**Classics (CLAS)**

63 Ancient Eros: Sex & 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, and 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, Politics & 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

Scripture and Traditions (SCTR)
23 Christ in the Four Gospels
26 Gender in Early Christianity
27 The Historical Jesus
35 Science vs. The Bible—The Genesis Debates
48 Jesus the Jew
65 Early Christianity

Theology, Ethics, and Spirituality (TESP)
23 Church in the World
43 Catholic Social Thought
45 Christian Ethics
46 Faith, Justice & Poverty
50 Catholic Theology
58 Theology of Vatican II
64 Environmental Justice in the Catholic Imagination
65 U.S. Hispanic Theology
71 Mysticism in Catholicism
77 Encounters of Religion in & around America
79 Women in Christian Tradition
82 Witches, Saints & Heretics
84 Spirituality & Sustainability
86 Spirituality & Engineering
88 Hope & Prophetic Politics

Women's and Gender Studies (WGST)
46 Gender in Early Christianity

Art History (ARTH)
24 Introduction to the Arts of the Middle East
26 Introduction to the Arts of Asia
27 Introduction to the Arts of Africa
152 Pre-Columbian Art: From Olmec to Aztec
160 East-West Encounters in the Visual Arts
161 Photography in Japan
162 Visual Culture of Modern Japan
163 The Japanese Print
164 Islamic Art, 600-1350 C.E.
170 Art of the African Diaspora

Classics (CLAS)
60 Introduction to Ancient Studies

Communication (COMM)
105A Multicultural Folktales & Storytelling
184A Postcolonial Identity & Communication
187A Cinema in the Age of Globalization
188A The Fantastic in Film & Literature

Dance (DANC)
68 Cultures on the Move

Economics (ECON)
134 African Economic Development
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<td>153 Global Gay &amp; Lesbian</td>
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<td>Cultures</td>
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<td>157 Postcolonial &amp; Commonwealth</td>
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<td>Lit &amp; Theory</td>
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<td>159 Studies in Indian Subcontinental &amp; Diasporic Literature</td>
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<td>164 Studies in Caribbean</td>
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| Engineering (ENGR)              |                                    |
| 177 Globalization and the        |                                    |
| Cultures of Innovation and      |                                    |
| Entrepreneurship                |                                    |

| Environmental Studies (ENVS)     |                                    |
| 50 World Geography               |                                    |

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

| History (HIST)                  |                                    |
| 64 Central America               |                                    |
| 91 Africa in World History      |                                    |
| 92 History of East Asia         |                                    |
| 95 Modern Latin America         |                                    |
| 102 Ethnic Cleansing & Genocide |                                    |
| 104 World History until 1492    |                                    |
| 107 Spain & Morocco: Jews,      |                                    |
| Christians & Muslims 700–1700   |                                    |
| 116 Sex & Gender in the Era of  |                                    |
| High Imperialism                |                                    |
| 122 Pirates of the Mediterranean, |                                    |
| Pirates of the Caribbean:      |                                    |
| Contact across Cultural         |                                    |
| Boundaries, 1300-1800           |                                    |
| 137 The Soviet Experiment       |                                    |
| 140 Biography and Autobiography |                                    |
| in the African Experience:      |                                    |
| Exploring African Lives and     |                                    |
| Writing                        |                                    |
| 141 Politics & Development in   |                                    |
| Independent Africa              |                                    |
| 142 Modern West Asia & North    |                                    |
| America                        |                                    |
| 143 Women in Political          |                                    |
| Revolutions                     |                                    |
| 144 Islam in Africa             |                                    |
| 145 Islam in the Modern World   |                                    |
| 146A Medieval & Early           |                                    |
| Modern Japan                    |                                    |
| 146B Modern Japan in the World  |                                    |
| 147A Premodern China in the     |                                    |
| World to AD 1600                |                                    |
| 147B Modern China in the World  |                                    |
| 150 Women in East Asia          |                                    |
| 151 Imperialism in East Asia    |                                    |
| 154B Modern India & Human Rights|                                    |
| 161 Modern Mexico               |                                    |
| 162 Argentina                   |                                    |
| 163 Cuba & the Caribbean        |                                    |
| 164 Seminar: Catholic Church    |                                    |
| in Latin America                |                                    |
| 166 Latin America: Peoples,     |                                    |
| Empires & Nations               |                                    |

| Political Science (POLI)        |                                    |
| 2 Introduction to Comparative   |                                    |
| Politics                       |                                    |
| 3 Introduction to World Politics |                                    |
| (China, India & Mexico)         |                                    |
| 50 World Geography              |                                    |
| 126 International Organizations |                                    |
| 136 Politics of Central America & the Caribbean | |
| 137 Politics of South America   |                                    |
| 140 Politics in Less-Developed Countries | |
| 148 Politics in China           |                                    |

| Sociology (SOCI)                |                                    |
| 134 Globalization & Inequality  |                                    |
| 135 Gender and Social Change in |                                    |
| Latin America                   |                                    |
| 138 Demography: Population &    |                                    |
| Resources                       |                                    |

| Spanish (SPAN)                  |                                    |
| 137 Latin American Cultures &   |                                    |
| Civilizations                   |                                    |
| 149 Contacts & Clashes:         |                                    |
| Latin American Cinema           |                                    |

| Theology, Ethics, and Spirituality (TESP) |         |
| 133 Trinitarian Theology: East & West    |         |

| Women's and Gender Studies (WGST)       |         |
| 21 Women, Gender & Sexuality in the     |         |
| Middle East                               |         |
| 122 Global Gay & Lesbian Cultures        |         |
| 123 Black African/Caribbean Women Writers|         |
### 14. SCIENCE, TECHNOLOGY & SOCIETY

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

**LEARNING OBJECTIVES:**

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

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

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

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

ARTS AND SCIENCES students normally select any course from this list, but students majoring in Computer Science, Engineering Physics, Math, or Physics, 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

**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

**Computer Sciences (CSCI)**
- 3 Introduction to Computing & Applications

**English (ENGL)**
- 138 Internet Culture & Information Society

**Engineering (ENGR)**
- 60 Sustainable Electric Energy
- 160 Nanotechnology & Society

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

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

**Honors (HNRS)**
- 20S Difficult Dialogues (Technology for Social Justice)
15. RELIGION, THEOLOGY & CULTURE 3

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

LEARNING OBJECTIVES: Students will

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

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

Students choose one course from the list below.

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

Prerequisite: Religion, Theology & Culture 2

Biology (BIOL)

171 Social & Ethical Dimensions of Biotechnology

Electrical Engineering (ELEN)

160 Chaos Theory, Mathematics & the Limits of Knowledge

Religion and Society (RSOC)

106 Zen in Theory & Practice
111 Inventing Religion in America
113 Buddhism in America
115 Tibetan Buddhism: A Cultural History
119 Media & Religion
121 Representing Religion in World Cinema
127 Christianity with an African Face
136 Tantra in Theory and Practice
136 Religion in Latin America
140 Animals, the Environment & World Religions
148R Religion & the Presidency
149 Science, Religion & Global Warming
154 The Islamic Jesus
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<td>Women’s Theologies from the Margins</td>
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<td>176</td>
<td>Finding Your Own Spirituality</td>
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<td>Ignatian Spirituality</td>
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<td>Gender &amp; Sexuality in Biblical Interpretation</td>
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<td>149</td>
<td>Feminist Theologies</td>
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<td>151</td>
<td>Women’s Theologies from the Margins</td>
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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 two ways: with one of the approved courses listed below or with an ELSJ milestone. EL after a course number indicates only sections with EL satisfy requirement. See www.scu.edu/core/ELSJ for more information about ELSJ placements and milestones.

Anthropology (ANTH)
3 Introduction to Cultural Anthropology

Studio Arts (ARTS)
151 Exploring Society through Photography Arts & Sciences (ASCI)

Biology (BIOL)
188 STEM Education and Justice

Business (BUSN)
151B Food, Hunger, Poverty & Environment Immersion (formerly BUSN 151)
195EL Reflecting on Global Fellowships

Communication (COMM)
40EL Introduction to Journalism
107A Intercultural Communication
141B Advanced Journalism

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

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

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

Ethnic Studies (ETHN)
60 Introduction To Journalism (cross-listed with COMM 40EL)
160 Documentary Making for Social Justice
Experiential Learning for Social Justice (ELSJ)
22 Solidarity with the Community
23 Careers for the Common Good
50 Law & Social Justice
135 Research in Social Entrepreneurship
198 Applied Ethics Internship: Healthcare

International Programs (INTL)
139 Field Praxis/Placement
139BF Community-based Learning in Village Libraries

Leadership, Excellence, and Academic Development (LEAD)
10 Difficult Dialogues: Creating College-Going Communities

Liberal Studies (LBST)
106 Urban Education & Multiculturalism (formerly EDUC 106)

Management (MGMT)
8 Business Ethics in Practice

Philosophy (PHIL)
5A Ethics and Marginalized Persons
70 Philosophy & Disability

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

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

Religion and Society (RSOC)
99 Sociology of Religion

Scripture and Tradition (SCTR)
128 Human Suffering and Hope

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

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

Theology, Ethics, and Spirituality (TESP)
43 Catholic Social Thought
45 Christian Ethics
46 Faith, Justice & Poverty
157 Ethics in the Health Professions
158 Immigration & Ethics
183 Ignatian Spirituality

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. AW after course number indicates only those sections satisfy the requirement.

17. ADVANCED WRITING

GOALS: Critical Thinking, Complexity, Communication

LEARNING OBJECTIVES:
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.

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 Research in Education.
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.

• 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).

• 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.

• Students may petition to have one study abroad course 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/core.
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

See www.scu.edu/core for complete lists of courses associated with Pathways.
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.