



**2015-16**

**Core Curriculum Guide**

**SANTA CLARA UNIVERSITY**

# CORE REQUIREMENTS

## FOUNDATIONS

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

## EXPLORATIONS

- Ethics
- Civic Engagement
- Diversity: 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 (at least 12 units); others complete four (at least 16 units).

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

- Critical Thinking & Writing 1 and 2 and Cultures & Ideas 1 and 2 are two-quarter, themed, sequenced courses
- Critical Thinking & Writing 1 and 2 are prerequisites for Advanced Writing
- Cultures & Ideas 1 and 2 are prerequisites for Cultures & Ideas 3
- Students admitted as first year students 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 first year students 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 first year students 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 during your time as an SCU student.

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.

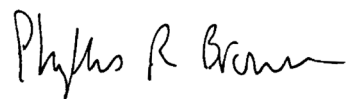
The following pages give you the information you need about SCU's Core and the specific courses that fulfill each requirement. We are always adding new courses and materials to help you navigate your educational experiences at SCU, so make sure to frequently consult the Core Curriculum website at [www.scu.edu/core](http://www.scu.edu/core) 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  
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# Undergraduate Core Curriculum

## 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 North 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.

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 class size creates opportunities for mentoring relationships with professors, as well as 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 also be able to 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.

**Pathways** courses and the reflective essay 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
- see connections that they hadn't previously noticed
- realize how they could apply what they knew to important social issues
- with interviews and application for internships, jobs, fellowships, or graduate programs
- acquire 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

Foundations	Explorations	Integrations
<ul style="list-style-type: none"> <li>• Critical Thinking &amp; Writing 1</li> <li>• Critical Thinking &amp; Writing 2</li> <li>• Cultures &amp; Ideas 1</li> <li>• Cultures &amp; Ideas 2</li> <li>• Second Language</li> <li>• Mathematics</li> <li>• Religion, Theology &amp; Culture 1</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Civic Engagement</li> <li>• Diversity: U.S. Perspectives</li> <li>• Arts</li> <li>• Natural Science</li> <li>• Social Science</li> <li>• Religion, Theology &amp; Culture 2</li> <li>• Cultures &amp; Ideas 3</li> <li>• Science, Technology &amp; Society</li> <li>• Religion, Theology &amp; Culture 3</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning for Social Justice</li> <li>• Advanced Writing</li> <li>• Pathways* (a cluster of courses with a shared theme; for guidelines related to Pathways, see p. 30)</li> </ul> <p><i>*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.</i></p>

## Selection of Core Curriculum Courses

All students are pre-enrolled in at least one Residential Learning Community (RLC)-linked Core course before they arrive for Summer Orientation. 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 quarterly 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 menu of 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.

# 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 182B for engineering 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 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, 182A, and 182B, which together carry four 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 Drahmman 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. (Except transfer students, see next page.)
- 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 & 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](http://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 at the end of this guide.

### **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 first-year students, 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 first-year students 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. However, RTC 3 courses may only be taken after 88 units.

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 some 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](http://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.

# Foundations

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## **1. CRITICAL THINKING & WRITING 1 AND 2 (A TWO-COURSE THEMED SEQUENCE)**

GOALS: Critical Thinking, Complexity, Communication

META-GOALS: Information Literacy and Intentional Learning

LEARNING OBJECTIVES: In the first course, students will:

- 1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation.
- 1.2 Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.
- 1.3 Reflect on and/or analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.
- 1.4 Reflect on the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.

LEARNING OBJECTIVES: In the second course, students will:

- 2.1 Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1.
- 2.2 Write research-based essays that contain well-supported arguable theses and that demonstrate personal engagement and clear purpose.
- 2.3 Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument.
- 2.4 Analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.
- 2.5 Reflect more deeply than in CTW 1 upon the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.

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

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## **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.
- 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.

Some students are pre-enrolled in Cultures & Ideas 1 and 2 before they arrive for Summer Orientation.

## **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 (consult degree progress report for your required level):

- 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.



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#### 4. MATHEMATICS

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

LEARNING OBJECTIVES:

Students will:

- 1.1 Demonstrate problem solving skills, such as the ability to determine what a problem is asking, choose among several potentially appropriate mathematical methods of solution, and present solutions that include appropriate justification.
- 1.2 Demonstrate their understanding of mathematical ideas from multiple perspectives, such as by (a) using the internal connections between geometry, algebra, and numerical computation, (b) applying the connections between theory and applications, or (c) distinguishing between a formal proof and a less formal arguments and understanding the different roles these play in mathematics.
- 1.3 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 (MATH)

- |    |                                       |
|----|---------------------------------------|
| 4  | The Nature of Mathematics             |
| 6  | Finite Mathematics for Social Science |
| 8  | Introduction to Statistics            |
| 11 | Calculus & Analytic Geometry I        |
| 12 | Calculus & Analytic Geometry II       |
| 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 and Southeast Asian Traditions |
| 9  | Ways of Understanding Religions      |
| 10 | Asian Religious Traditions           |
| 12 | Latinos & Lived Religion in U.S.     |
| 19 | Egyptian Religious Traditions        |

##### Scripture and Tradition (SCTR)

- |    |   |
|----|---|
| 11 | Controversies in Religion: Ancient & Modern |
| 15 | Texting God                                 |
| 19 | Religions of the Book                       |

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

- |   |                           |
|---|---------------------------|
| 2 | Magicians, Athletes & God |
| 4 | The Christian Tradition   |

# 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.

### Engineering

19 Ethics in Technology

### 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
- 5A Ethics and Marginalized Persons
- 6 Ethical Issues in Business
- 7 Ethics in Medicine
- 7B Ethics and Public Health
- 8 Ethical Issues in Politics
- 9 Environmental Ethics
- 10 Ethics in Law
- 111 Bioethics & the Law
- 113 Ethics & Constitutional Law
- 115 Feminism & Ethics
- 116 Ethics, Authenticity, Freedom
- 121 Classic Issues in Ethics
- 122A Political Philosophy and Ethics: Classical and Modern
- 122B Political Philosophy and Ethics
- 123 Marx & Ethics

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**Psychology (PSYC)**

114 Ethics in Psychology

**Public Health Science (PHSC)**

7 Public Health and Ethics

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

159 Ethics of War &amp; Peace

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

58 Ethics &amp; Gender

184 Feminism &amp; Ethics

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**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 &amp; Society

154 Environmental Anthropology

155 Conflict Resolution

158 Applied Anthropology

**Arts & Sciences (ASCI)**

50 Law &amp; Social Justice

**Classics (CLAS)**

113 Democracy Under Siege: Ancient Athens and Modern America

187 The Democratic Muse: Public Art in Athens and the United States

188 Classical Origins of Justice

**Communication (COMM)**

120A Environmental Communication

122A Media and Advocacy

127A Media and Social Movements

128B Dialogue and Deliberation

147A Theory Of News

168A Race, Gender &amp; 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 &amp; Democracy

105 Literacy &amp; 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)**

134 Black Social Movements

156 Race, Gender &amp; Environmental Justice

165 Community Based Research Methods

**Experiential Learning for Social Justice (ELSJ)**

50 Law &amp; Social Justice

**French (FREN)**

173 Immigration, Race &amp; Identity in Contemporary France

**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

115S Gender, Race &amp; Citizenship

118 Representation, Rights &amp; Democracy (1050–1792)

119 Ireland and the Diaspora

121 Saving the World?: A Critical History of Human Rights and Humanitarianism





## 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)

- 146 Perspectives on the Spanish and Native American Experience
- 148 Historical Archaeology
- 149 Virtual SCU, History & Culture
- 157 Family & Culture
- 170 Women, Gender and Sexuality

### Art History (ARTH)

- 140 Photography in the United States
- 143 Women's Work: American Women in the Visual Arts
- 146 African American Art
- 185 Post-Modern & Contemporary Art

### 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

### English (ENGL)

- 35 African American Literature
- 35G African American Women Writers
- 36 Chicano Literature
- 38 Asian American Literature
- 39 Multicultural Literature of the U.S.
- 67 U.S. Gay & Lesbian Literature
- 68 Literature and Women
- 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
- 130 Studies in African American Literature
- 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
- 192 American Theatre from the Black Perspective

### 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 Studies
- 35 African American Women Writers
- 36 African American Literature
- 40 Intro to Asian American Studies
- 50 Intro to Filipino Studies
- 51 Intro to the South Asian Experience in the U.S.
- 65 Drama of Diversity
- 70 Multicultural Literature of the United States
- 95 African American Independent Filmmakers
- 96 Race, Class, Culture through Film
- 120 Mexican Immigration to the U.S.
- 123 The Chicana/o Experience

125	Latinas/os in the United States	172	The Union in Crisis	<b>Political Science (POLI)</b>
130	Studies in African American Literature	174	Turbulence and Change: America in the 1960s and 1970s	134 Race & Ethnicity in Politics of Developed States
132	The History of Hip Hop	177	Gays/Lesbians in U.S. History	153 Minority Politics in the U.S.
134	Black Social Movements	178	Race & World War II	154 Women & Politics
135	African Americans in Postwar Film	180	Native American History	171 Women & Law
139	African American Psychology	181	United States Women since 1900	195DW Seminar in U.S. Politics
141	Asian American Women	182	Sex and Family in American History	<b>Psychology (PSYC)</b>
142	Asian American Communities	183	Whiteness and Immigration in the US	156 Psychology of Diversity
144	Asian Americans in the Media	185	African Americans in Postwar Film	182 Gender in Human Development
149	Civil Rights and Anti-Colonial Movements	187	The American West	189 African American Psychology
152	Multiracial Identities	188S	The Making of Modern America: The Progressive Era	196 Psychology of Aging
153	Minority Politics in the U.S.			<b>Sociology (SOCI)</b>
154	Women of Color in the U.S.	<b>Italian Studies (ITAL)</b>		33 Social Problems in the U.S.
155	Racism in the United States	185	The Italian-American Experience	150 Immigrant Businesses in the U.S.
156	Race, Gender & Environmental Justice			153 Race, Class & Gender in the United States
157	Race, Gender, Class & the College Experience	<b>Leadership, Excellence, and Academic Development (LEAD)</b>		162 Gender and Justice
160	Documentary Making for Social Justice	10	Difficult Dialogues	175 Race & Inequality
161	Creating Diverse College Going Community			180 Immigrant Communities
162	Diversity and the Media	<b>Liberal Studies (LBST)</b>		<b>Theatre (THTR)</b>
163	Multiracial Communities in Central California	106	Urban Education and Multiculturalism	65 Drama of Diversity
165	Community Based Research Methods			151 Fashion, Politics, & Issues of Gender
178	Race & World War II	<b>Music (MUSC)</b>		161 American Theatre from the Black Perspective
		20	Music in American Cultures I	<b>Theology, Ethics and Spirituality (TESP)</b>
<b>History (HIST)</b>		132	The History of Hip Hop	65 U.S. Hispanic Theology
84	Women in American Society	134	Pop Music, Race & American Culture	<b>Women's and Gender Studies (WGST)</b>
153	Civil Rights and Anti-Colonial Movements	196	Music Since 1945	14 African American Women Writers
156A	African American History, 1300–1877			15 Literature by Women Writers of Color
156B	African American History, 1300–Present	<b>Philosophy (PHIL)</b>		34 U.S. Gay & Lesbian Literature
158	United States 1877–1920	70	Philosophy & Disability	
		156	Philosophy of Race	

50	Intro to Women's & Gender Studies	188	Gender and Justice
51	Introduction to LGBTQ Studies		
56	Literature and Women		
57	Women in American Society		
101	Feminist Theory		
110	Native American Women Writers		
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		
116	Race, Gender & Public Health in the News		
117	Race, Gender and Politics in the News		
118	Women & Law		
134	Film, Gender, & Sexuality		
134AW	Film, Gender & Sexuality		
136	Interdisciplinary Gay & Lesbian Studies		
138	Gays/Lesbians in U.S. History		
144	Women, Gender, and Sexuality		
155	Family, Kin & Culture		
156	Women in the Visual Arts		
163	Feminist Literary Theory & Criticism		
164	Studies in 19th-Century American Literature		
173	United States Women since 1900		
174	Sex and Family in American History		
180	Women & Politics		

## 9. ARTS

GOALS: Arts & Humanities, Complexity, Communication, Collaboration

LEARNING OBJECTIVES:  
Students will:

- 1.1 Create and interpret art, individually and collaboratively.
- 1.2 Through artistic creation express knowledge and understanding of the world, humanity, and themselves.
- 1.3 Analyze and critique art to inform and inspire their own creative practice.

ENGINEERING students will satisfy this requirement with English 181 plus the Senior Design Project for their major or as below. ARTS AND SCIENCES and BUSINESS students will complete a total of 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  |
| 33     | Three-Dimensional Design  |
| 35/135 | Basic Printmaking/<br>Printmaking                                   |
| 43/143 | Basic Painting/Painting   |
| 46/146 | Basic Watercolor/Watercolor   |
| 48/148 | Basic Mixed Media Painting/<br>Mixed Media Painting                 |
| 50/150 | Introduction to Black and<br>White Film and Darkroom<br>Photography |
| 151    | Exploring Society through<br>Photography                            |
| 155    | Photography on Location   |

57/157	Digital Photography	50	Tap Dance I	54/154	Wind Symphony
63/163	Basic Ceramic Sculpture/ Ceramic Sculpture	51	Tap Dance II	115	Experimental Sound Design
64/164	Basic Sculpture/Sculpture	52	Afro-Haitian Dance	156	Improvisation
71	Digital Print Making	55/155	Musical Theatre Dance Styles	157	Laptop Orchestra
72	Introduction to Computer Arts and Design Theory	59/159	Teaching the Performing Arts	<b>Theatre (THTR)</b>	
73	Introduction to 3D Animation & Modeling	69/169	Walk Across California	7	Improv
173	Introduction to 3D Animation & Modeling/ Modeling & Control Rigid Body Dynamics	140	Advanced Ballet I	8	Acting for Non-Majors
74/174	Basic Computer Imaging/ Computer Imaging	141	Advanced Ballet II	10	Intro to Performance Collaboration
75/175	Basic Graphic Design/ Graphic Design	142	Advanced Jazz Dance I	20	Acting I
155	Photography on Location	143	Choreography	21	Voice I: Voice, Speech & Presentation Skills
179	Intro to Two-Dimensional Animation	146	Advanced Modern Dance I	24	Acting
<b>Communication (COMM)</b>		159	Teaching the Performing Arts	30	Introduction to Design
30	Introduction to Digital Film Making	<b>English (ENGL)</b>		31	Introduction to Production
131B	Short Fiction Production	71	Fiction Writing	32	Costume Construction
132B	Short Documentary Production	72	Poetry Writing	33	Stage Lighting
162B	Visual Cultural Communication	73	Life Writing	133	Scenic Design
<b>Computer Engineering (COEN)</b>		126	Creative Writing & Social Justice	134	Costume Design
165	3D Animation & Modeling	127	Writing Genre Fiction	<hr/>	
<b>Dance (DANC)</b>		170	Writing for Children & Young Adults	<b>10. NATURAL SCIENCE</b>	
40	Jazz Dance I	171	Advanced Fiction Writing	GOALS: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning	
41	Jazz Dance II	<b>Liberal Studies (LBST)</b>		LEARNING OBJECTIVES: Students will:	
42	Jazz Dance III	109	Children, Arts and Society	1.1 Demonstrate a basic under- standing of the theory and concepts central to the study of a particular topic or disci- pline in the natural sciences.	
43	Ballet I	<b>Music (MUSC)</b>		1.2 Apply scientific reasoning and methods of inquiry, such as formulating testable hypo- theses, designing informative experiments, or collecting experimental or observational data that explain phenomenon in the natural world.	
44	Ballet II	1	Music Theory I		
45	Ballet III	1A	Aural Skills		
46	Modern Dance I	2A	Musicianship II		
47	Modern Dance II	8	Introduction to Music		
48	Modern Dance III	9	Introduction to Electronic Music		
49	Dance Composition	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		



- 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
- 7 Exploring Animal Behavior
- 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\*
- 12 General Chemistry II L&L
- 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 Applied Ecology L&L
- 23 Introduction to Earth Systems L&L

#### 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
- 31 Physics for Scientists and Engineers I
- 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
- 196 Archeological Method & Theory

#### Classics

- 172 Roman Studies: Rocks, Coins & Pots

#### Economics (ECON)

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

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**History**  
107 Roman Studies: Rocks, Coins & Pots

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

**Political Science (POLI)**  
2 Introduction to Comparative Politics  
40 Politics of U.S. Economic Policies  
99 Political Science Research  
134 Race & Ethnicity in the Politics of Developed States  
140 Politics in Less Developed Countries  
143 Democracy & Democracy Building  
145 Politics of Former Communist States

**Psychology (PSYC)**  
1 General Psychology I  
2 General Psychology II

**Sociology (SOCL)**  
1 Principles of Sociology

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

GOALS: Critical Thinking, Complexity, Religious Reflection

LEARNING OBJECTIVES:  
Students will:

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

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

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

Students choose one course from the list below.

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

PREREQUISITE: Religion, Theology & Culture 1

### **Anthropology (ANTH)**

150 Religion in Culture and Society

### **Arab Languages (ARAB)**

171 Qur'an as Literature

### **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

### **Engineering (ENGR)**

143 Science, Religion and the Limits of Knowledge

### **Environmental Studies (ENVS)**

84 Spirituality and Sustainability

### **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

129 Medieval Intellectual History

152 History of Christianity in China

### **Music (MUSC)**

189 Sacred Music and the Church

### **Philosophy (PHIL)**

60 Faith and Reason

### **Political Science (POLI)**

139 Religion & Politics in the Developing World

### **Psychology (PSYC)**

193 Psychology of Religion & Spirituality

### **Religion and Society (RSOC)**

33 Maya Spirituality

38 Religion & Culture: Africa

46 African Religions

51 Religion in America

54 Comparative Religion & Social Theory

64	Comparative Religion and Environmentalism
67	Film & Judaism
81	Islam
85	Hinduism
86	Buddhism
87	Buddhism & Film
88	Chinese Religions
90	Theories & Methods
91	Native Spiritual Traditions
96	Latin American Theology
99	Sociology of Religion
<b>Scripture and Tradition (SCTR)</b>	
26	Gender in Early Christianity
27	Digging up Jesus
28	Women in the Hebrew Bible
30	New Testament
33	New Testament Narratives & Cinema: Ongoing Revelations
35	Science vs. The Bible—The Genesis Debates
39	Biblical Women and Power
45	Saints & Sages
48	Racializing Jesus
58	Covenant, Bondage and Migration: Torah Studies
65	Early Christianity
<b>Theology, Ethics, and Spirituality (TESP)</b>	
45	Christian Ethics
46	Faith, Justice & Poverty
50	Catholic Theology
60	Hispanic Popular Religion
65	U.S. Hispanic Theology
71	Mysticism in Catholicism
72	Darwin, God & the Poets
77	Encounters of Religion in & around America
79	Women in Christian Tradition

82	Witches, Saints & Heretics
86	Spirituality and Engineering
88	Hope & Prophetic Politics

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

46	Gender in Early Christianity
47	Biblical Women and Power
48	Women in Christian Tradition

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**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)**

50	World Geography
152	Political Anthropology
156	Anthropology of Muslim Peoples & Practices
159	Globalization & Culture Change
172	Anthropology of Aging
181	Globalization & Culture Change in the Pacific Islands
184	Religion and Culture in Latin America
185	Peoples of Latin America
186	Mesoamerican Prehistory
187	Middle East: Gender & Sexuality
188	Middle East: Culture & Change

**Arab Languages (ARAB)**

137	Arab Language, Culture, and Identity
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**Art History (ARTH)**

24	From Damascus to Dubai: A Survey of the Visual Culture of the Middle East
25	Introduction to the Arts of the Americas and Oceania
26	Buddhas, Buildings, and Beauties: theme and Style in Asian Art
27	Introduction to the Arts of Africa
152	Arts of Ancient Mexico: From Olmec to Aztec
160	East-West Encounters in the Visual Arts
161	Photography in Japan

162	Visual Culture of Modern Japan	153	Global Gay & Lesbian Cultures	122	Pirates of the Mediterranean, Pirates of the Caribbean: Contact across Cultural Boundaries, 1300–1800
163	The Japanese Print	157	Postcolonial & Commonwealth Lit & Theory	136	Gender/Race/Class in 20th Century Europe
164	Islamic Art, 600–1350 C.E.	159	Studies in Indian Subcontinental & Diasporic Literature	137	The Soviet Experiment
170	Art of the African Diaspora	164	Studies in Caribbean Literature	140S	Biography and Autobiography in the African Experience: Exploring African Lives and Writing
<b>Classics (CLAS)</b>					
60	Introduction to Ancient Studies	165	Studies in African Literature	141	Politics & Development in Independent Africa
<b>Communication (COMM)</b>					
105A	Multicultural Folktales & Storytelling	166	Pan-African Literature	142	Modern Middle East & North Africa
183A	Communication Development, and Social Change	<b>French (FREN)</b>			
184A	Postcolonial Identity & Communication	111	Francophone Studies: Caribbean to Vietnam	143S	Women in Political Revolutions
187A	Cinema in the Age of Globalization	112	Human Rights in French Black Africa & the Caribbean	144S	Islam in Africa
188A	The Fantastic in Film and Literature	113	Black African/Caribbean Women Writers	145	Islam in the Modern World
189A	Communication, Citizenship & Globalization in Asia	114	Literatures & Cultures of the Maghreb	146A	Medieval & Early Modern Japan
<b>Dance (DANC)</b>					
68	Cultures on the Move	174	French & Francophone Novels & Films: Culture, Gender, Social Class	146B	Modern Japan in the World
<b>Economics (ECON)</b>					
134	African Economic Development	<b>History (HIST)</b>			
<b>Engineering (ENGR)</b>					
177	Globalization and the Cultures of Innovation and Entrepreneurship	64	Central America	147A	Premodern China in the World to AD 1600
<b>English (ENGL)</b>					
66	Radical Imagination	91	Africa in World History	147B	Modern China in the World
79A	Writing about Literature & Culture	92	History of East Asia	150	Gender and Sexuality in East Asia
120	Studies in Comparative Cinema	95	Modern Latin America	151	Imperialism in East Asia
128	Lit & Film of Arab World	102S	Ethnic Cleansing & Genocide	152	History of Christianity in China
		104	World History until 1492	154B	Modern India & Human Rights
		107	Spain & Morocco: Jews, Christians & Muslims 700–1700	157	Black Americans in Africa: Caribbean, United States, and Brazilian Perspectives
		112	The Haitian Revolution in World History and Memory	161	Modern Mexico
		116S	Sex & Gender in the Era of High Imperialism	162	Argentina

- 163 Cuba & the Caribbean
- 164S Seminar: Catholic Church in Latin America
- 166 Latin America: Peoples, Empires & Nations
- Management (MGMT)**
- 80 Global & Cultural Environment of Business
- Music (MUSC)**
- 130 Anthropology of Music
- 136 The Music of Africa
- 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
- 145 Politics of Former Communist States
- 148 Politics in China
- Religion and Society (RSOC)**
- 136 Religion in Latin America
- Sociology (SOCL)**
- 134 Globalization & Inequality
- 135 Women and Social Change in Latin America
- 138 Populations of India, China & the U.S.

- Spanish (SPAN)**
- 112 Mexican Culture
- 137 Latin American Cultures & Civilizations
- 147 Cinema, Politics and Society of Latin America
- 149 U.S. Latino/a & Latin American Cinema

- Women's and Gender Studies (WGST)**
- 104 Beauty, Culture & Society in a Global Age
- 120 Middle East: Gender & Sexuality
- 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
- 172 Gender/Race/Class in 20th Century Europe
- 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.

Most BUSINESS students satisfy this requirement with OMIS 34. However, business students who are considering a major in accounting should take ACTG 134 to satisfy this requirement. Business students who declare a major or a minor in management information systems will take OMIS 30 or OMIS 31 which will satisfy the information systems requirement in the business core, and should choose a course to satisfy Science, Technology, and Society from this list of approved courses.

ARTS AND SCIENCES students select any course from this list.



<b>Accounting (ACTG)</b>	<b>Classics (CLAS)</b>	<b>History (HIST)</b>
134 Accounting Information Systems	171 Ancient Science and Technology	113 Seeing: Visual Culture and Technology
<b>Anthropology (ANTH)</b>	<b>Communication (COMM)</b>	123 History of Plagues, Epidemics, and Infections
4 Vanished Peoples & Lost Civilizations	12 Technology & Communication	125 History of the Senses
5 Biological Anthropology & Popular Culture	149B Science News	179 Special Topics in Science, Technology & Society
132 Paleoanthropology	164A Race, Gender & Public Health in the News	<b>Honors (HNRS)</b>
133 Human Nutrition & Culture: A Biocultural Perspective	176A Biology of Human Communication	20S Difficult Dialogues (Technology for Social Justice)
134 Health, Disease & Culture	<b>Computer Sciences (CSCI)</b>	<b>Liberal Studies (LBST)</b>
135 Human Development & Sexuality	3 Introduction to Computing & Applications	75 Technology and Education
136 Introduction to Forensic Anthropology	10 Introduction to Computer Science	<b>Management (MGMT)</b>
140 Food, Culture & Environment	<b>Engineering (ENGR)</b>	177 Managing with the Internet
147 The Archaeology of Complex Societies	1 Introduction to Engineering	<b>Mechanical Engineering (MECH)</b>
189 North American Prehistory	60 Sustainable Electric Energy	144 Smart Product Design
197 Field Course in Primate Behavioral Ecology	160 Nanotechnology & Society	<b>Music (MUSC)</b>
<b>Arts (ARTS)</b>	<b>English (ENGL)</b>	119 Music, Technology & Society
36 Ditto! The Technology of Print	108 Writing About Medicine: Issues & Debates	<b>Operations Management and Information Systems (OMIS)</b>
<b>Biology (BIOL)</b>	138 Internet Culture & Information Society	34 Science, Information Technology, Business & Society
109 Genetics & Society	<b>Environmental Studies (ENVS)</b>	<b>Philosophy (PHIL)</b>
117 Epidemiology L&L	10 The Joy of Garbage	80 Science Technology & Society
135 Biofuels: Sustainable Energy for the Future?	80 Energy & the Environment	83 Neuroscience, Values & Law
142 Natural History of California L&L	115 GIS in Environmental Studies	140 Philosophy of Science
153 Conservation Science	135 Biofuels: Sustainable Energy for the Future?	<b>Physics (PHYS)</b>
159 Plagues in the Age of Insects	145 Environmental Technology	5 The Physics of Star Trek
171 Social & Ethical Dimensions of Biotechnology	153 Conservation Science	8 Intro to Space Sciences
<b>Business (BUSN)</b>	158 Conservation Psychology	<b>Psychology (PSYC)</b>
150 Feeding the World	185 Garbology	50 Ways of Knowing
	<b>Experiential Learning for Social Justice (ELSJ)</b>	83 Neuroscience, Values & Law
	135 Research in Social Entrepreneurship	158 Conservation Psychology

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**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)**

- 33 Human Sexuality
- 116 Race, Gender & Public Health in the News

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**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

**Environmental Studies (ENVS)**

- 152 Faith, Ethics & Biodiversity

**Ethnic Studies (ETHN)**

- 129 Mexican Pop Catholicism & Gender

**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
- 123 Religions at Silicon Valley
- 130 East Asian Buddhism
- 131 Tantra in Theory and Practice
- 134 Religion and Secularism
- 135 Architects of Solidarity
- 136 Religion in Latin America
- 139 Mexican Pop Catholicism & Gender
- 140 Animals, the Environment & World Religions

- 154 Jesus in Islam & Christianity
- 157 Religious Traditions & Contemporary Moral Issues
- 159 Longings for Immortality
- 168 Gender and Judaism
- 170 Religion, Gender & Globalization
- 174 Jewish Philosophy: Between Athens & Jerusalem
- 182 Shia Islam in the Contemporary World
- 184 Race and Religion in the United States
- 188 Religion & Violence
- 190 Islam: Reformation & Modernity
- 191 Religions of Colonized Peoples
- 194 Modern Religious Thought

**Scripture and Tradition (SCTR)**

- 100 Biblical Poetry and Ancient Myth
- 110 Gods, Heroes, & Monsters: Myth & the Bible
- 128 Human Suffering & Hope
- 139 Bible in Contemporary Fiction & Film
- 157 The Bible & Empire
- 158 Postcolonial Perspectives on the New Testament
- 165 Gender & Sexuality in Biblical Interpretation
- 170 Darwin & God
- 175 Wealth, Work and the Gospel

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

- 106 Christian Symbol & Ritual
- 108 Human Trafficking and Christian Ethics
- 109 Hispanic Spirituality: Guadalupe

- 
- 118 Clare of Assisi, Ignatius  
of Loyola
- 119 Theology, Sex & Relationships
- 121 The Church & the Future
- 124 Theology of Marriage
- 131 Feminist Theologies
- 137 Theology of Death
- 138 Contemporary Theology  
of Paul Tillich
- 143 Theology & Ethics of  
Thomas Aquinas
- 153 Catholic Themes in Literature:  
C.S. Lewis
- 157 Ethics in Health Professions
- 159 Ethics of War & Peace
- 163 Christianity & Politics
- 164 Religious Ethics in Business
- 165 Romero & the Salvadoran  
Martyrs
- 175 Women's Theologies from  
the Margins
- 176 Nature, Humanity, Spirituality
- 183 Ignatian Spirituality
- 184 Jesus Across Cultures
- 185 Rahner: Foundations of Faith
- 187 Christ & Catholic Theology

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

- 145 Gender and Judaism
- 148 Gender & Sexuality in  
Biblical Interpretation
- 149 Feminist Theologies
- 151 Women's Theologies from  
the Margins
- 152 Mexican Popular Catholicism  
& Gender

# Integrations

## 16. EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE

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

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)

3 Introduction to Cultural Anthropology

### Arts & Sciences (ASCI)

198 Applied Ethics Internship: Healthcare

### Biology (BIOL)

188 STEM Education and Justice

### Business (BUSN)

151B Food, Hunger, Poverty & Environment Immersion (formerly BUSN 151)

188 Field Studies: Neighborhood Prosperity Initiative

189 Ethics and Practice of Offers in Compromise

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

196 Writing in the Community

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<b>Engineering (ENGR)</b>	<b>Leadership, Excellence, and Academic Development (LEAD)</b>	<b>Religion and Society (RSOC)</b>
111 STEM Outreach in the Community	10 Difficult Dialogues: Creating College-Going Communities	99 Sociology of Religion
<b>Environmental Studies (ENVS)</b>	<b>Liberal Studies (LBST)</b>	135 Architects of Solidarity
131 Environmental Education	106 Urban Education & Multiculturalism (formerly EDUC 106)	<b>Scripture and Tradition (SCTR)</b>
155 Environmental & Food Justice		128 Human Suffering and Hope
<b>Ethnic Studies (ETHN)</b>	<b>Management (MGMT)</b>	<b>Sociology (SOCL)</b>
60 Introduction to Journalism (cross-listed with COMM 40EL)	8 Business Ethics in Practice	30 Self, Community & Society
160 Documentary Making for Social Justice	<b>Philosophy (PHIL)</b>	148 Stakeholder Diversity in Contemporary American Organizations
161 Creating Diverse College-Going Communities	5A Ethics and Marginalized Persons	165 Human Services
<b>Experiential Learning for Social Justice (ELSJ)</b>	70 Philosophy & Disability	<b>Spanish (SPAN)</b>
22 Solidarity with the Community	<b>Political Science (POLI)</b>	21EL Intermediate Spanish I
23 Careers for the Common Good	3 Introduction to World Politics	22EL Intermediate Spanish II
30 Discernment for Justice in the Catholic Jesuit Tradition	158 Housing & Homelessness Policy	23EL Intermediate Spanish III
50 Law & Social Justice	198EL Public Sector Study & Internship	<b>Studio Arts (ARTS)</b>
135 Research in Social Entrepreneurship	<b>Psychology (PSYC)</b>	151 Exploring Society through Photography
197 Special Topics	113EL Advanced Topics in Health Psychology	<b>Theology, Ethics, and Spirituality (TESP)</b>
198 Applied Ethics Internship: Healthcare (formerly MARK 198)	114EL Ethics in Psychology	45 Christian Ethics
199 Solidarity with the Community	115EL Abnormal Psychology	46 Faith, Justice & Poverty
<b>International Programs (INTL)</b>	117EL Health Psychology	157 Ethics in the Health Professions
139 Field Praxis/Placement	185EL Developmental Psychology	183 Ignatian Spirituality
139BF Community-based Learning in Village Libraries	190EL Clinical Psychology	
	196 Psychology of Aging	
	<b>Public Health Science (PHSC)</b>	
	31/131 Community Health	
	170 Health Care and Public Health in El Salvador	



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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, 182A, and 182B. BUSINESS students must satisfy this requirement with BUSN 179.

ARTS AND SCIENCES students select any course from this list.

### Anthropology (ANTH)

114 Senior Project

### Art History (ARTH)

100 Art History Proseminar

### Business (BUSN)

179 Communications in Business

### Chemistry (CHEM)

112 Bioanalytical Chemistry

### Classics (CLAS)

75 Classics in Cinema

148 Classical Moral Crises

181 Classical Tragedy

188 Classical Origins of Justice

### Communication (COMM)

130 Global Screenwriting

141B Advanced Journalism

145B Legal Journalism

146B Magazine Journalism

### Dance (DANC)

67 Dance History

### English (ENGL)

16 Introduction to Writing & Digital Publication

20 Introduction to Literary Study

54 Introduction to Shakespeare

73 Life Writing

78 Writing for Ethics in Biotechnology & Genetics

79 Writing about Literature and Culture

79A Writing & Non-Western Culture

79G Writing About Literature & Culture

105 Literacy & Social Justice

106 Advanced Writing

107 Life Stories & Film

108 Writing about Medicine: Issues & Debates

109 Literature and Performance

110 Classical Tragedy

122AW Film, Gender & Sexuality

128 Contemporary Literature & Film of Arab World

138 Internet Culture in the Information Society

174 Nonfiction Writing

175 Creative Nonfiction

176 Intensive Writing

177 Argumentation

178 Technical Communications

179 Practical Business Rhetoric

180 Writing for Teachers

181 Applied Engineering Communications I

182 Engineering Communications

183 Writing for Business

185 Grants, Proposals & Reports

191A Practicum for Writing Tutors

197W Special Topics

193AW Playwriting

### Environmental Studies (ENVS)

142 Writing Natural History

### Ethnic Studies (ETHN)

185 Senior Seminar in Racial/Ethnic Politics

### History (HIST)

101S Historical Writing

### Honors Program (HNRS)

120AW Advanced Difficult Dialogues

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**Leadership, Excellence, and Academic Development (LEAD)**

100AW Advanced Difficult Dialogues Seminar

**Liberal Studies (LBST)**

100 Understanding Research in the Social Sciences  
170 Writing in the Education Community

**Mathematics and Computer Science (MATH)**

100 Writing in the Mathematical Sciences

**Music (MUSC)**

131 Music Writing and Research

**Physics (PHYS)**

151 Advanced Laboratory

**Political Science (POLI)**

150 The Presidency  
192AW Senior Seminar in Comparative Politics  
193AW Senior Seminar in Political Philosophy  
195DW Seminar in U.S. Politics

**Psychology (PSYC)**

102 Writing in Psychology

**Scripture and Tradition (SCTR)**

158R Postcolonial Perspectives  
165R Gender & Sexuality

**Sociology (SOCI)**

121 Research Practicum

**Theatre (THTR)**

170 Playwriting  
172 Literature and Performance  
181 Classical Tragedy

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

134AW Film, Gender & Sexuality

**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.

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.

# 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 first 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:** Most business students take two courses: OMIS 40 (Statistics & Data Analysis I) and OMIS 41 (Statistics & Data Analysis II). Economics majors take three courses: OMIS 40, ECON 41 (Data Analytics and Econometrics) and ECON 42 Data Analysis Applications.

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

Accounting majors will satisfy this requirement with ACTG 134. Accounting & Information Systems majors and Management Information Systems majors choose from OMIS 30 or 31.

### 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.

# School Requirements

## 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 or any approved Civic Engagement course

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

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

**Advanced Writing:** ENGL 181, 182A, and 182B

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.

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 have a double major in, or 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  
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408-554-4318  
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*Note on the cover photograph:*

This bronze Bronco created by artist David Spellerberg stands more than 10 feet off the ground and is a reminder of SCU's renewed focus on Bronco pride.

The statue's location at a busy intersection between the Alpha Residential Learning Community, the Learning Commons, and Benson Memorial Center emphasizes Santa Clara's dedication to educating the whole person. Alumnus and Regent Jack Previte '70 conceived and spearheaded the project after being impressed by another statue created by artist David Spellerberg, owner of Great American Bronze Works, Inc. Along with Previte, fellow donors Cyril G. Barbaccia, Joseph McCarthy '71, and Gary Filizetti '67, and the Bronco Bench Foundation made the statue possible. According to Previte, "This statue represents the spirit and the grace and the power that we want Santa Clara University alumni and students to possess."





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