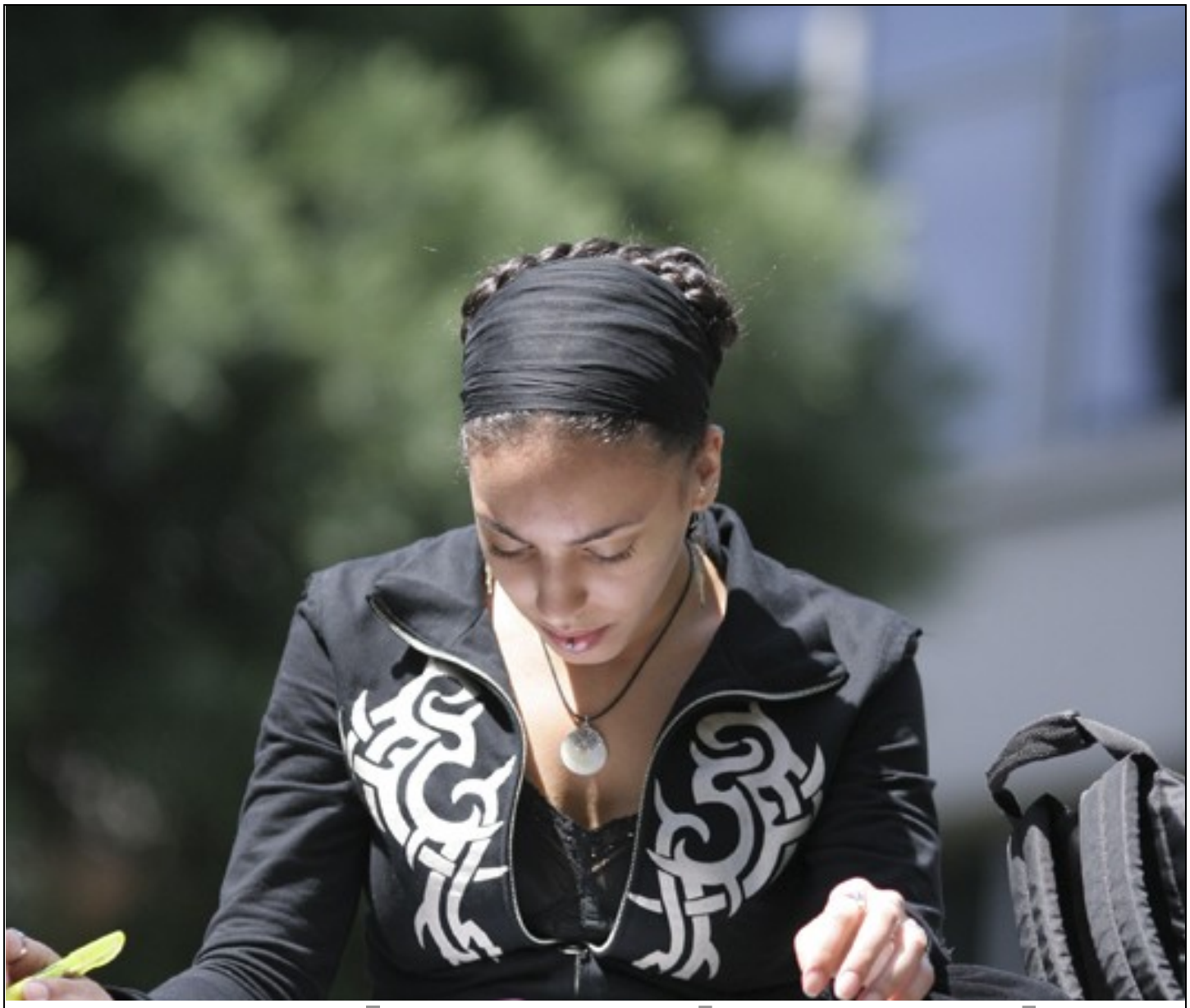

seattle university

core curriculum
advising guide

Inquiry based. Jesuit Catholic. Global. Integrative.

www.seattleu.edu/core

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Introduction

The University Core Curriculum is the academic "center of gravity" of a Seattle University undergraduate education. Deeply rooted in the 450 year old Jesuit educational tradition and emphasizing rigorous, intentional, and engaging courses, the University Core helps students understand the world deeply, develop strong intellectual skills, and prepare to be thoughtful and empowered leaders for a better world.

These are exciting times for the SU University Core, with a new version of the curriculum launching in summer, 2013. Students enrolled during the 2012-2013 academic year will continue to take courses for the current Core requirements. As of summer, 2013, the new Core requirements will go into effect for all students, who will receive credit for courses they have taken towards the old curriculum. This website contains information on both the current and new curricula, as well as information on how the transition to the new curriculum will work.

Regardless of the version of the curriculum, students receive a personal, challenging, and powerful education in the University Core. Combining time-tested wisdom with cutting-edge knowledge in small courses taught by highly qualified faculty members, the University Core helps students build a strong foundation of important knowledge, sharpen their critical thinking and communication skills, and develop deeply reflective habits of mind.

Welcome!
Dr. Jeff Philpott, Director

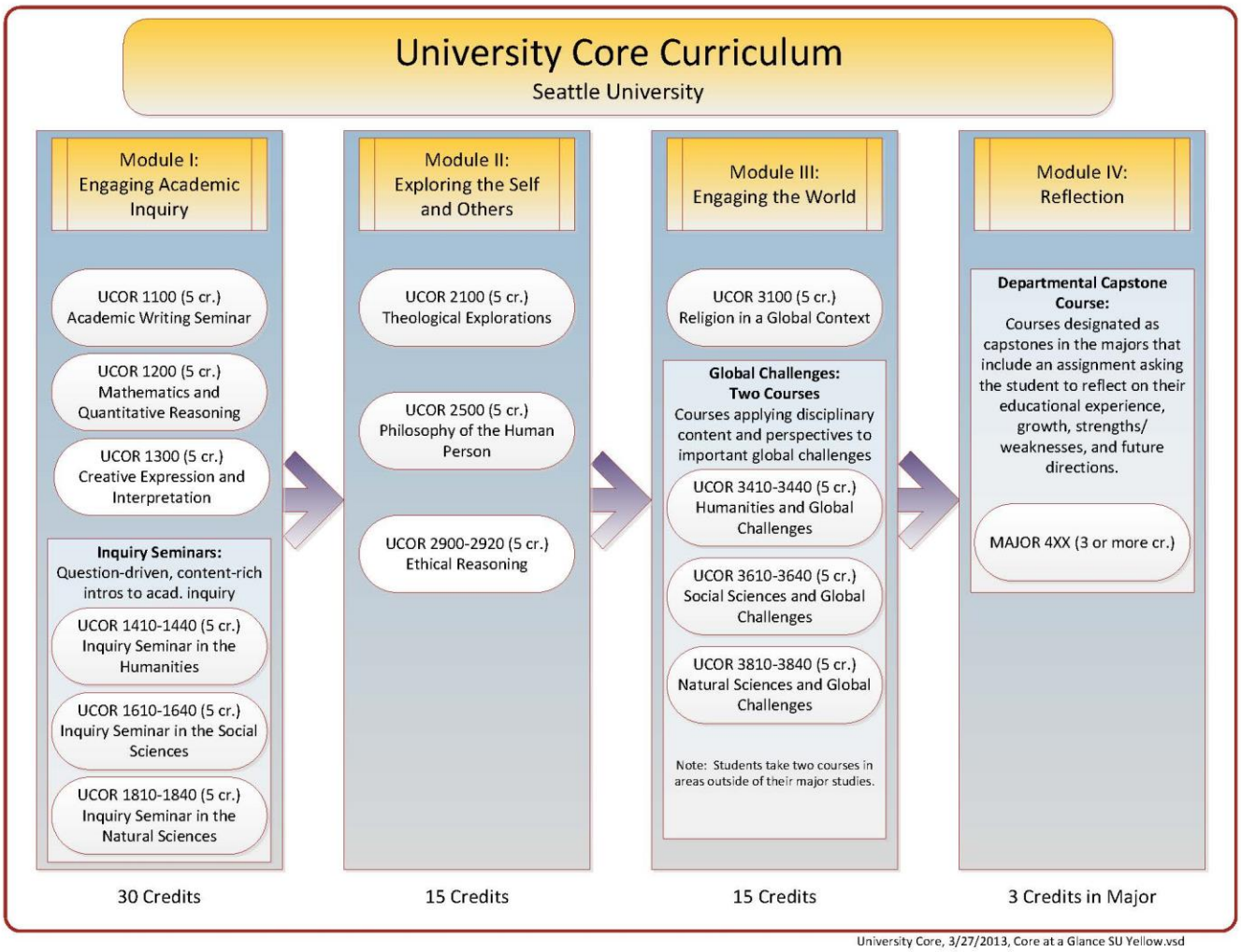
Core Learning Objectives

Jesuit, Catholic Intellectual Traditions
Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.

Disciplinary Knowledge and Integrative Learning
By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.

Communication
Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.

Global Engagement
Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.



Module I is a move into the academy, helping students develop critical academic skills and learn how major disciplinary approaches of the academy make sense of the world, while learning important content from particular disciplines within each approach.

Module II invites students to reflect on personhood. These courses help students learn to examine fundamental assumptions they make about themselves and how they think about existence.

Module III is a move out into the world and uses different disciplinary approaches to help students more effectively understand and engage important issues and challenges they will face as globally engaged persons.

Module IV involves reflection. By combining major capstone experiences with an opportunity to reflect on their educational experience and growth, the Core helps students identify and "own" portions of their educational experience that are particularly meaningful to them.

Course Descriptions

UCOR 1100 Academic Writing Seminar

The Academic Writing Seminar is a seminar-format course designed to develop English college-level academic writing skills in all students to prepare them for both academic and other forms of writing they will encounter in later classes (argumentative writing, reflective writing, etc.). Emphasis on: 1) fundamental writing mechanics, 2) argument construction and use of evidence, and 3) rhetorical thinking/flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for his or her section(s) to focus students' reading and writing work.

UCOR 1200 Quantitative Reasoning

Courses in quantitative reasoning appropriate to students' major field. Essential goals include developing basic or more advanced quantitative reasoning skills (including the ability to manipulate expressions), evaluating probabilities, creating and interpreting graphs, using mathematics to solve problems, and making arguments with numbers. The requirement may also be fulfilled by MATH 118 or above.

UCOR 1300 Creative Expression and Interpretation

Courses that engage students in both creating and understanding expressive works of art. Courses may represent a variety of arts disciplines, including: visual art, music, drama, creative writing, etc. Essential goals include: develop skills in creative thinking and expression; have direct experience in the process of creating original works of art in some genre; learn to articulate a vision through art and seek to share that vision with others; learn and be able to apply basic artistic techniques and aesthetic principles relevant to the art form; incorporate understanding of social, political, economic, and historical context of artistic movements into creative expression; learn and be able to apply simple principles to evaluate and interpret works of art; study important and relevant works of art and examples of the form of art on which the class is focused; reflect on and analyze the creative process and works of art, orally and in writing.

UCOR 1410-1440 Inquiry Seminar in the Humanities

Courses that introduce students to the subjects and methods of inquiry of the humanities by engaging in focused study of one or more particularly important historical or literature-based questions arising from a humanities discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. Each section incorporates the interpretation of primary texts (prose fiction, poetry, drama, non-fiction essays and books, historical documents, works of art, film, digital media, speeches, etc.) in relation to their cultural and historical contexts; explores the relationships between language, narratives, thought, and culture; and examines the ways in which important texts and events relate to each other across time. Essential goals include: Introducing students to an important question in the humanities, the relevant content necessary to study that

question, and the ways in which the humanities pursue and generate knowledge; preparing students to read and evaluate primary texts in relationship to their contexts, and the use of those texts and interpretations as evidence to construct theses or arguments. In addition, these courses teach the following skills: academic writing, argument construction/critical thinking, library research, critical reading, and oral presentations.

UCOR 1610-1640 Inquiry Seminar in the Social Sciences

Courses that introduce students to the subjects and methods of inquiry of the social sciences by engaging in focused study of one or more particularly important questions arising from a social science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about human behavior and social phenomena arising from a specific discipline in the social sciences. These courses all incorporate the direct study of human behavior or institutions through disciplinary-appropriate means (observation, experimentation, analysis of data, etc.); introduce students to developing hypotheses, research questions, and/or synthesizing qualitative data; and explore how knowledge of key social scientific principles provides explanatory insight into patterns of individual human and social behavior. In addition, these courses teach the following skills: academic writing, argument construction and critical thinking, critical reading, quantitative reasoning, and oral presentations.

UCOR 1810-1840 Inquiry Seminar in the Natural Sciences

Courses that introduce students to the subjects and methods of inquiry of the natural sciences by engaging in focused study of one or more particularly important questions arising from a natural science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about the physical/biological universe. All sections incorporate the direct examination of natural phenomena in either laboratory or field settings; use observation to develop and evaluate principles and hypotheses; and explore how knowledge of key scientific principles can be used to understand and interpret observations.

UCOR 2100 Theological Explorations

These courses each include four key elements: An introduction to theology as an academic discipline; an examination of some of the theological beliefs that have shaped Christian understandings of the divine, especially in the Catholic Jesuit theological tradition, and a consideration of their implications for life today; an exploration of a key issue, person, or text that has had a formative role in shaping this theological tradition; and an opportunity for students to reflect on their own spiritual life and become more thoughtful and articulate in expressing their own spiritual values.

UCOR 2500 Philosophy of the Human Person

This course introduces students to the methods of rigorous philosophical reasoning; introduces students to the philosophical questions, methods, and figures that have played key roles in shaping the Jesuit approach to education and scholarship; and teaches students to critically examine assumptions about reality (especially assumptions about our natures as human beings). Each section explores two or more of the following fundamental philosophical questions: the problem of human knowing, the mind/body problem, the problem of personal identity, the problem of freedom and determinism, and the problem of other persons. This course also aims to develop critical reflective skills to prepare students for more in-depth study in ethics (in the subsequent Ethical Reasoning course), improve critical thinking and writing skills, and enhance students' appreciation for complexity and ambiguity.

UCOR 2900-2920 Ethical Reasoning

These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems.

UCOR 3100 Religion in a Global Context

Courses that examine religious traditions, spiritual practices and worldviews in a global context. These courses examine diverse religious traditions with respect to sacred texts, doctrines and beliefs, rituals, ethics, and spiritual practices in a global context. Emphases can include the study of a specific religious tradition, comparison and dialogue between religious traditions, and/or applying theological/spiritual perspectives and methods of analysis to global issues. Courses will include explorations of the relationships between religion, society, culture, history, and aesthetics. These courses assist students in applying theological thinking and spiritual reflection to global issues, help them develop understanding of diversity within and between religious traditions, develop facility in dialoging with persons from various religious and spiritual backgrounds, and teach them to reflect on religious traditions outside of one's own.

UCOR 3410-3440 Humanities and Global Challenges

Courses that explore important global issues through the lens of a specific discipline in the humanities. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of the humanities as they relate to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as a reflective assignment where students are asked to synthesize their overall learning as it relates to the global

issue being studied. Community-based learning is encouraged but not required.

UCOR 3610-3640 Social Sciences and Global Challenges

Courses in the social sciences that explore important global issues through the lens of the social sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a social science as it relates to a global issue, explore approaches to and solutions for global issues, develop skills and confidence in applying know ledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required.

UCOR 3810-3840 Natural Sciences and Global Challenges

Courses in the natural sciences that explore important global issues through the lens of a specific discipline in the natural sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a natural science as it relates to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning and/or field or laboratory research is encouraged but not required.

MAJOR 4xx Capstone

By combining major capstone experiences with an opportunity to reflect on their educational experience and growth, the Core helps students identify and “own” portions of their educational experience that are particularly meaningful to them. Each major is required to include a capstone course for students in that major. These courses will carry department specific prefixes, but also be coded as “Core Senior Synthesis” courses in SUOnline and in student records.

Understanding the Numbering of the Core

In order to foster broad understanding of the insights of the various disciplinary approaches included in the Core, students' Module III Global Challenge courses must be in different areas than their corresponding Module I Inquiry Seminar courses. Course sections in each disciplinary category (Humanities, Social Sciences, and Natural Sciences) are subdivided into four areas of emphasis, based on course content. These areas of emphasis are designated by the last two digits of the course number (e.g. 1410, 1420, 1430, 1440; 3810, 3820, 3830, 3840). Students must take their Global Challenge courses in different areas than their Inquiry Seminars, with different last two digits. For example, if a student took an Inquiry Seminar in the Social Sciences numbered UCOR 1620, they cannot take a Social Science and Global Challenge course numbered UCOR 3620. Instead, they must take UCOR 3610, 3630, or 3640. Course prerequisites will be used to manage this requirement (e.g. UCOR 3620 will have UCOR 1610, 1630, or 1640 listed as required prerequisites; UCOR 1620 will not be a qualifying prerequisite). This restriction only applies to the paired Module I and III courses in each disciplinary category: Humanities Module I choices influence Humanities Module III options, Social Science Module I choices influence Social Science Module III options, and Natural Science Module I choices influence Natural Science Module III options.

Course	Prerequisite(s)
UCOR 2100 Theological Explorations	UCOR 1100 Academic Writing Seminar
UCOR 2500 Philosophy of the Human Person	UCOR 1100 Academic Writing Seminar
UCOR 2900 Ethical Reasoning	UCOR 2500 Philosophy of the Human Person
UCOR 3100 Religion in a Global Context	UCOR 2100 Theological Explorations
UCOR 34X0 Humanities and Global Challenges	75 credits, including: UCOR 1300 Creative Expression & Interpretation UCOR 14X0 Inquiry Seminar in the Humanities
UCOR 36X0 Social Sciences and Global Challenges	75 credits, including: UCOR 1200 Quantitative Reasoning UCOR 1300 Creative Expression & Interpretation UCOR 16X0 Inquiry Seminar in the Social Sciences
UCOR 38X0 Natural Sciences and Global Challenges	75 credits, including: UCOR 1200 Quantitative Reasoning UCOR 18X0 Inquiry Seminar in the Natural Sciences

Core Requirements for Specific Majors

The Core requirements for each student depend somewhat on the student's major program. This is especially true in the Module III Global Challenge requirements, but there are a few other major-specific wrinkles as well that advisors need to keep in mind. This section summarizes these unique requirements, but please check the student's program evaluation for details. For transfer students, please also check the appropriate transfer requirements.

Module I: Most students will need to fulfill all six courses in Module I. However, there are three key exceptions to this general rule:

- Students majoring in fields that require advanced courses in mathematics (MATH 118 or above) and natural sciences (BIOL 161/171, BIOL 200, CHEM 121, PHYS 105, PHYS 121) have their Quantitative Reasoning and Inquiry Seminar in the Natural Sciences fulfilled by their major courses. This includes almost all of the majors in the College of Science and Engineering (except the BA in Computer Science and some of the Mathematics degrees), as well as the BS degrees in Criminal Justice, BS in Psychology, and Nursing.
- Students majoring in fields that require an advanced mathematics course (MATH 118 or above) have their Quantitative Reasoning requirement fulfilled within their major. This includes all of the majors in Albers as well as the BA in Computer Science, the BS in Computer Science Business Specialization, and the BA in Psychology.
- Two majors (the BCJ Forensic Science specialization and Sports & Exercise Science) have their Inquiry Seminar in the Natural Sciences fulfilled in the major.

Module II: All students will need to complete the three Module II requirements. Two groups of students will need to take a specific Ethical Reasoning course:

- Students majoring in business or economics (all majors in Albers) will be required to take Business Ethics sections of Ethical Reasoning (UCOR 2910).
- Students majoring in Nursing will be required to take Heath Care Ethics sections of Ethical Reasoning (UCOR 2920).

Module III: Because of the nature of the Global Challenge course requirements (which require students to take the two courses most outside or unlike their major area of study), this module has the most variety in requirements. There are no major-specific requirements for the Religion in a Global Context course. Specific Global Challenge course requirements include:

- ***Social Science + Natural Science:*** Students in the following majors will take the social science and natural science Global Challenge courses: English/Creative Writing, Fine Arts, Film Studies, Modern Languages, History, Philosophy, and Theology and Religious Studies.
- ***Humanities + Social Science:*** Students in the following majors will take the humanities and social science Global Challenge courses: Biology, Chemistry, Biochemistry, Computer Science, Marine and Conservation Biology, Physics, Sports & Exercise Science, Environmental Science, General Science. Engineering and Diagnostic Ultrasound majors also take these two courses, but have special versions of the Social Science and Global Challenges course included in their majors.

- ***Humanities + Natural Science:*** Students in the following majors will take the humanities and natural science Global Challenge courses: Cultural Anthropology, International Studies, Political Science, Psychology, Public Affairs, Sociology, Business Administration (all BABA major tracks), Economics, Criminal Justice (BCJ degrees only), Environmental Studies, and Social Work.
- ***Humanities + Natural Science or Social Science:*** Students in these majors all take the Humanities and Global Challenges course and may choose either the natural science or social science Global Challenge course: BS in Criminal Justice (not BCJ), Nursing, Mathematics (all tracks).
- ***Natural Science + Humanities or Social Sciences:*** Students in these majors all take the Natural Sciences and Global Challenges course and may choose either the humanities or social science Global Challenge course: Asian Studies, Communication Studies, Journalism, Strategic Communication, Liberal Studies, Women and Gender Studies.

Module IV: The Senior Synthesis requirement in Module IV is a major-designated capstone course. Please consult departmental requirements and the appropriate program evaluation for specific course information.