Your heart, intellect, and courage
TO CHANGE THE WORLD
The University Core Curriculum sits at the center of your educational experience and animates our Catholic, Jesuit, and humanistic heritage and mission.

Gonzaga educates students to embrace the challenges and opportunities of the 21st century and to lead meaningful and productive lives in an increasingly complex world.

As an intellectual community, Gonzaga will help you develop your creative potential by posing important questions through the University Core and helping you relate them to your academic pursuits.

Ultimately, Gonzaga will encourage you to use your talents and education to positively impact the world.

Core considerations:

YEAR 1 How do you pursue knowledge and cultivate understanding?
YEAR 2 What does it mean to be human?
YEAR 3 What principles characterize a well-lived life?
YEAR 4 How will you use your gifts to improve the world?

At Gonzaga, we believe you are called to live, learn, and explore, not comfortably at the center of the culture, but at the frontiers—the cutting edge, the margins, the places that require courage.

Thayne M. McCulloh, D.Phil.
President of Gonzaga University
Gonzaga expects students will occasionally be uncomfortable with different ideas as well as crave opportunities to discuss, research, and explore. More than half of Gonzaga students study abroad, spending time immersing themselves in new cultural and language experiences and exploring our ever-connected world. Gonzaga believes that international education is a part of the core academic experience, and the health and safety of students is the number one priority. Students also hone their intellectual, physical, spiritual, and emotional gifts in service for the common good. By engaging in their local, regional, and global communities, students grow in their understanding of complex societal issues, apply disciplinary knowledge to real-world challenges, and cultivate the desire and ability to address injustice in their own communities.

Gonzaga provides high-quality experiences that enrich and transform students both inside and outside of the classroom. Opportunities to challenge perspective and gain experience are also found closer to Gonzaga’s campus through internships, research positions, and community-engaged learning. Having a medley of these experiences inspires maturity, introduces new perspectives, and sets Gonzaga students apart.

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Find out more about our study abroad programs at gonzaga.edu/studyabroad
A Liberal Arts education liberates—it frees the soul.

Emerge with MEANING

The Core Details

The First-Year Seminar in the University Core helps you make the transition to university intellectual life. Studying engaging topics such as Lawlessness and Community or Advertising and the Culture of Consumption, you can appreciate the depth of academic inquiry from multiple perspectives. The other first-year courses, organized around the themes of UNDERSTANDING AND CREATING, cultivate essential skills and habits of mind that are reinforced throughout your education. Second and third year courses explore the themes of BEING AND BECOMING and CARING AND DOING through courses in philosophy and religious studies. The core culminates as you IMAGINE THE POSSIBLE in the Core Integration Seminar, designed to help you pull together the threads of your Core experience alongside your major.

Broadening Courses & Designations

Broadening courses—one course each in fine arts, science, and community service—round out the University Core. Designations in the areas of global studies, social justice, and writing reinforce essential competencies and values. Designations are available throughout the Core and often in the major and usually double-count with Core or major requirements.

To learn more, please visit gonzaga.edu/core

As students of a Catholic, Jesuit, and humanistic university, how do we educate ourselves to become people for a more just and humane global community?

This is the big question that anchors the University Core Curriculum. This question is progressively addressed by yearly themes and topics that create cohesiveness in your Core experience. As a four-year program completed by all Gonzaga students, the Core also grounds, extends, and enriches each student’s major area of study.

University CORE

YEAR 1

Understanding and Creating

How do we pursue knowledge and cultivate understanding?

First-Year Seminar

Math

Scientific Inquiry

Communication & Speech

YEAR 2

Being and Becoming

Who are we and what does it mean to be human?

Philosophy of Human Nature

Christianity & Catholic Traditions

YEAR 3

Caring and Doing

What principles characterize a well-lived life?

Ethics

World or Comparative Religion

YEAR 4

Imagining the Possible

What is our role in the world?

Core Integration Seminar

PLUS

Broadening Courses

Fine Arts & Design

History

Social & Behavioral Science

Designations

Writing Enriched

Global Studies

Social Justice
Today, the world isn’t divided into scientists and artists or philosophers and mathematicians. We live in a world where someone can be both, and where all of these professions can work together toward a common goal.

In your first year at Gonzaga, you’ll be part of a First-Year Seminar and other University Core classes in writing, reasoning, scientific inquiry, mathematics, and communication & speech that embrace this interdisciplinary mindset. By exploring new ideas and perspectives, enhancing your ability to make well-reasoned decisions, and engaging in introspection, you’ll become a more capable and creative person who can impact the world.

The first year in the Gonzaga Core provides you with interdisciplinary and hands-on experiences while also teaching you the Jesuit approach to education called cura personalis—care for the whole person. You will learn to approach an idea from varied and contrary perspectives, collaborate with peers in other academic disciplines, explore how knowledge has been acquired over the years, and reflect on what experiences have informed your own understanding of the world. Brooding courses intersect with Core themes to extend your appreciation for the arts, humanities, and social & behavioral sciences throughout the four years.

**FIRST-YEAR SEMINAR EXAMPLES**
- BUG/THA 193: Art & Science of Dance
- CMST 193: Interrogative Dialogue
- DSCC 193: Engineering Science
- ENVS 193: Digital Ecology
- MODA 193: Multilingual Spokane
- NTAS 193: Sport & Culture in Native America
- Phil 118: Loneliness and Community
- PPSC 193: Coming of Age
- RELU 193: Indigenous Peoples & Global Issues
- THEA 193: World as Stage
- WGST 193: Love

One First-Year Seminar, built around broadening perspectives and interdisciplinary connections, is a class co-taught by biology and dance professors. Art & Science of Dance invites students to learn scientific principles while relating them to movement. For Sydney Schmidt, an alumna of the class, “the part of the waving flag dance where we represented the inner workings of an ear made me see more clearly how different pitched sounds can damage certain cells in the cochlea.” As a result of this innovative class, students are able to think and act like both a dancer and a scientist.

For more information on the Gonzaga Core Curriculum, visit gonzaga.edu/core
Being and Becoming

What does it mean to be human?

At its core, Jesuit education is about being attentive, reflective, and compassionate. According to St. Ignatius, the founder of the Jesuits, when you practice these traits together you use discernment: a method of making good choices in the context of faith.

This second year is the time to more fully explore your passions, helping you to be who you are meant to be and to imagine just who you can become.

You will continue to make choices about your future, which can present some challenging questions:

- What do I have to contribute to the world?
- How might I make an impact?
- What does it mean to be human?
- How do the answers to these questions fit into a career?
- How might I use my gifts to make a difference?
- How do I balance my personal growth with how I might help others?

In addition to other Core and broadening courses in this second year, you will take Philosophy of Human Nature and a course in Christianity & Catholic Traditions. These courses will introduce you to how great thinkers have tried to answer some of these questions over time and help you discern your own views and passions.

CLASS EXAMPLES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHIL 201</td>
<td>Philosophy of Human Nature</td>
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<tr>
<td>RELI 226</td>
<td>African American Religions</td>
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<td>RELI 227</td>
<td>Christian Diversity</td>
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<td>RELI 228</td>
<td>Ignatian Spirituality</td>
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<td>RELI 229</td>
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<td>RELI 230</td>
<td>Ignatian Spirituality</td>
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<td>RELI 231</td>
<td>Christian Morality &amp; Ethics</td>
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<tr>
<td>RELI 232</td>
<td>Feminism and Christianity</td>
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</tbody>
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A student’s journey in CRES can begin with individual classes that count as Broadening courses in Social & Behavioral Science and/or Social Justice Designations in the Core Curriculum and may lead to adding a minor in CRES to any major. Along the way, Dr. Cunanan notes, students have the opportunity to engage in Participatory Action Research (PAR), connecting course discussions to action and experience outside of the classroom. These experiential opportunities are key to understanding and empowerment.

“I hope that this work doesn’t just end in the classroom,” explains Dr. Cunanan, “I hope students are able to take my core and other CRES classes with a justice-oriented lens and a spirit to be involved so that we can actually create a world that is socially just, equitable, dismantles systems of oppression, and humanizes people.”
Caring and Doing

What principles characterize a well-lived life?

After contemplating what it means to be human and discerning your personal ambitions during the second year, your focus in your third year will shift outward.

As our Mission Statement boldly declares, “…we are an exemplary learning community that educates students for lives of leadership and service for the common good.”

To serve others, we must understand others. This year will challenge you to see your academic discipline, and the world, through different perspectives than your own.

You will also ask yourself about what it means to live a well-lived life and how that life will lend itself to a well-lived life. You will also ask yourself about what it means to live a well-lived life and how that life will lend itself to a well-lived life and how that life will lend itself to a well-lived life. You will also ask yourself about what it means to live a well-lived life and how that life will lend itself to a well-lived life and how that life will lend itself to a well-lived life. You will also ask yourself about what it means to live a well-lived life and how that life will lend itself to a well-lived life.

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Among the courses you will take in this year are Ethics and a class in the Area of World or Comparative Religion. These courses are designed to introduce you to new perspectives and will help you continue your journey of becoming more intentional in your decisions and actions.

CLASS EXAMPLES
- PHI 211: Ethics
- RELI 110: Hebrew Bible
- RELI 125: African Religious Traditions
- RELI 286: Buddhism
- RELI 288: World Spirituality
- RELI 350: Interreligious Dialogue
- RELI 356: Native American Religions
- RELI 364/FILM 304: Asian Religions in Film
- RELI 390: Christian-Muslim Relations

These courses are designed to introduce you to new perspectives and will help you continue your journey of becoming more intentional in your decisions and actions.

Your Ethics course will engage you in complex ethical theories while relating them to everyday things like conflicts with roommates and pertinent topics such as hate speech, capital punishment, and poverty. Dr. Maccarone’s class, for example, includes simulation games such as distributing the world’s wealth using pennies and experiencing the challenge of navigating social services and planning a food budget on a low income. After these simulated experiences, case studies, and many discussions, you’ll leave these classes having a better sense of your role in your community, your responsibility to others, and how to engage in meaningful dialogue with people with whom you disagree.

As Dr. Maccarone points out, “In Jesuit education, the role of ethics is not just to learn ethical theories but to actually incorporate them into one’s own decision making so you better understand other people and interact with them to a better purpose.”

For an article on The Ethics of Food, a Core Integration Seminar Dr. Maccarone has taught, visit Gonzaga.edu/ethicaleating.
During your fourth year at Gonzaga, you’ll participate in the Core Integration Seminar, which will spur you to imagine how you will use your knowledge and abilities for the rest of your life.

After your years spent contemplating your connection to others and practicing your skills, you will leave college with a profound sense of who you are and your impact on the world.

Although you might not implement everything you learned at Gonzaga, you will inherently understand how to think critically, ask vital questions, seek out experiences that challenge you, collaborate with those who may see things differently, practice discernment, and lead a life of leadership and service. You will have embraced the Jesuit ideal of magis, Latin for “more.” Living the magis implies striving for excellence that serves the greater good.

CORE INTEGRATION SEMINAR EXAMPLES
- BUSN 480: Senior Seminar Business Ethics
- CLAS 432: Sex/Gender in Greece/Rome
- ESST 302: Advocacy & Policy
- ENVS 358: Environmental Ethics
- INST 432: Global Migration
- PHIL 432: C. S. Lewis
- PHIL 432: Chinese Philosophy
- PHIL 432: Enforced Mobs
- PHIL 432: Women’s Ethics
- PHIL 432: Healthcare Ethics
- PHIL 432: Philosophy of Film
- PHIL 432: Science & Society
- RELI 432: Jewish Life in Modern Israel
- RELI 432: Religion & Blackness
- THEA 432: Arts in the Community

For videos of the six GU alumni to the right, visit gonzaga.edu/outcomes

Benjamin
Biochemistry, 2015
Spokane, WA
University of Washington School of Medicine—Gonzaga Regional Health Partnership

Andrew
Psychology, Business (minor), 2013
San Jose, CA
Anchor Psychology, Licensed Marriage and Family Therapist

Mike
Latin American Studies & History, 2015
Port Orchard, WA
4th Grade Spanish Immersion Teacher

Chioma
Mathematics & Computer Science, 2017
Portland, OR
Nike, Cloud Engineer

Susan
Public Relations & Journalism (minor), 2013
San Francisco, CA
Ketchum, Account Supervisor

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