

Your heart, intellect, and courage  
**TO CHANGE THE WORLD**





# Your core JOURNEY

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*



# Engage the WORLD

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.

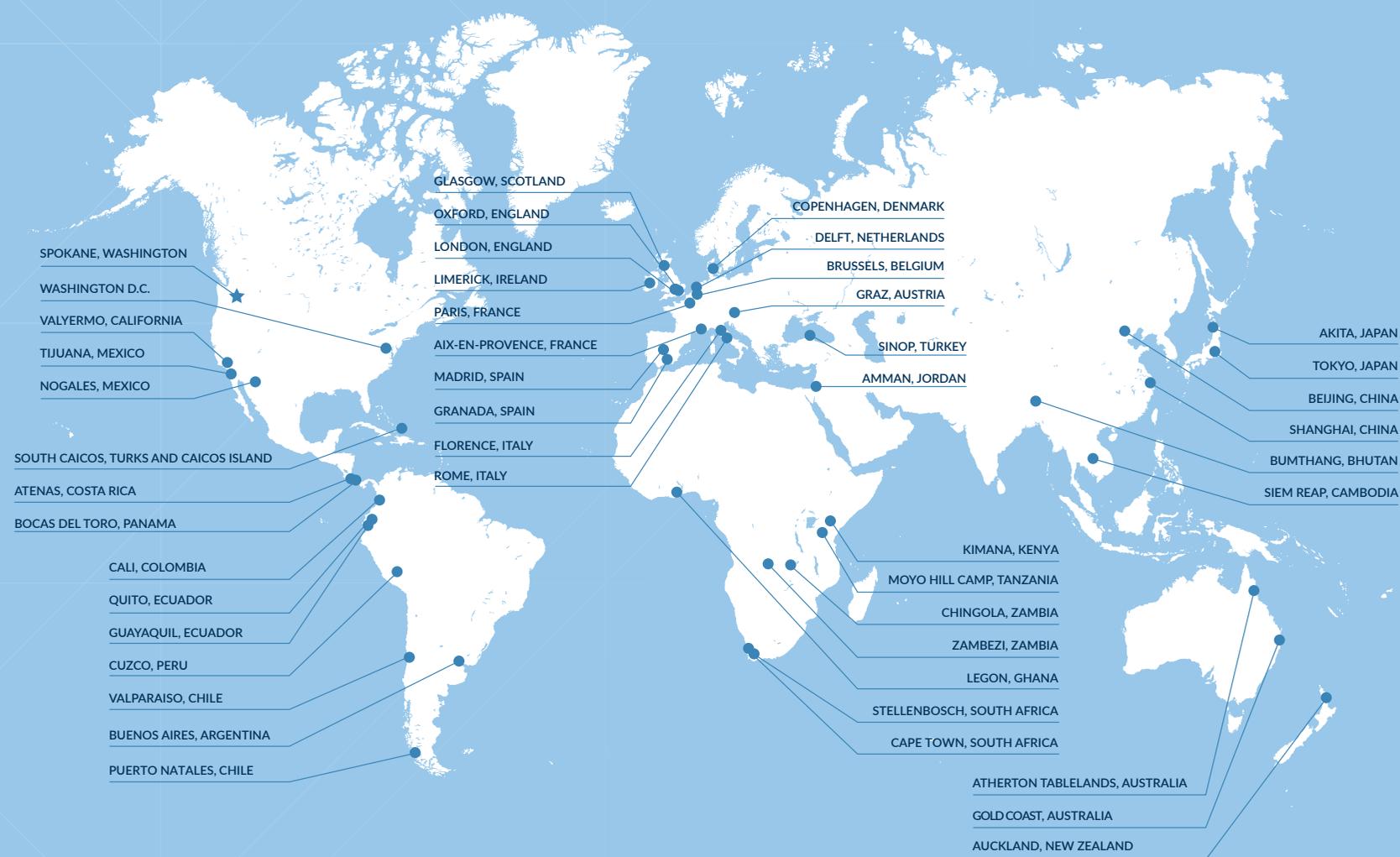
Gonzaga provides high quality experiences that enrich and transform students both inside and outside of the classroom. Opportunities to challenge perspective and gain experience are also found closer to Gonzaga's campus through internships, research positions, and community-engaged learning. Having a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



63% OF STUDENTS STUDY ABROAD (2018-2019)



Find out more about our study abroad programs at [gonzaga.edu/studyabroad](http://gonzaga.edu/studyabroad)



A Liberal Arts education liberates—it frees the soul.

### In Your Community

Alumni often point to the Core when reflecting on the most valuable tools they have gained from their Gonzaga education. They often highlight practical and problem-solving skills gained, as well as opportunities to reflect on and use their unique skills and gifts to enhance their communities.

### In Your Career

Employers say they especially appreciate Gonzaga alumni, not just for their technical training, but also because they can communicate, think critically, work collaboratively, and solve problems in creative ways—all skills fostered in the Core.

### In Your Life

Most importantly, the University Core accompanies you as you become a more reflective, responsible individual whose knowledge, skills, and habits of mind and heart enable you to grow in the service of faith and the promotion of justice.

# 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 *Loneliness 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 theme 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(s).

#### Broadening Courses + Designations

Broadening courses—one course each in fine arts & design, history, literature, and social & behavioral science—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](http://gonzaga.edu/core)

## University 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.



## Understanding and Creating

*How do you pursue knowledge and cultivate understanding?*

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. Broadening 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

- BIOL/THEA 193: [Art & Science of Dance](#)
- CMST 193: [Intergroup Dialogue](#)
- ENSC 193: [Engineering Science](#)
- ENVS 193: [Digital Ecology](#)
- MDLA 193: [Multilingual Spokane](#)
- NTAS 193: [Sport & Culture in Native America](#)
- PHIL 193: [Loneliness and Community](#)
- PSYC 193: [Coming of Age](#)
- RELI 193: [Indigenous Peoples & Global Issues](#)
- THEA 193: [World as Stage](#)
- WGST 193: [Love](#)



### Art & Science of Dance

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](http://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?
- How do the answers to these questions fit into a career?

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

- PHIL 201: [Philosophy of Human Nature](#)
- RELI 207: [Messiah & Covenant](#)
- RELI 220: [Catholicism](#)
- RELI 225: [African American Religions](#)
- RELI 229: [Christian Diversity](#)
- RELI 232: [Global Christologies](#)
- RELI 286: [Healing Creation](#)
- RELI 302/FILM 304: [Bible and Film](#)
- RELI 326: [Liturgy](#)
- RELI 327: [Christian Leadership](#)
- RELI 339: [Ignatian Spirituality](#)
- RELI 341: [Christian Morality & Eating](#)
- WGST 224: [Feminism and Christianity](#)



## Nurturing Agents of Social Change

As a Gonzaga alumna, Dr. Giselle Cunanan teamed up with fellow graduates and faculty to support GU students in their initiative to create a Critical Race & Ethnic Studies (CRES) Department. A few years later, as a Post-Doctoral Teaching Fellow in CRES, she helps provide her own Gonzaga students with the tools, vocabulary, and theories to discuss power and social difference and to locate their collective power as agents of social change.

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 leave my class 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 honors 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 serve the needs of others.

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

- PHIL 301: [Ethics](#)
- RELI 110: [Hebrew Bible](#)
- RELI 256: [African Religious Traditions](#)
- RELI 264/INST 333: [Buddhism](#)
- RELI 286: [World Spirituality](#)
- RELI 350: [Interreligious Dialogue](#)
- RELI 356: [Native American Religions](#)
- RELI 364/FILM 304: [Asian Religions in Film](#)
- RELI 390: [Christian-Muslim Relations](#)



## Purposeful Ethics

"Why do we have to learn all of these ethical theories. Can't you just teach me the right one?" is a question Dr. Ellen Maccarone, an applied ethicist, often hears at the beginning of her *Ethics* course.

The answer, of course, is "no." Ethics isn't a dualistic study of right and wrong. Even when one is very set in one's beliefs or philosophical perspective, "It's not just about finding the right one, the right 'contender' for a good moral theory," Dr. Maccarone explains, "but it's important to understand the others you don't think are the right one because you will interact with people who do think that's the right one, and if you don't understand these theories, you won't understand these people. You won't know how to have disagreement with them, or to come to consensus, or to figure out when agreeing to disagree is the right thing."

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 is to actually incorporate them into one's 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](http://gonzaga.edu/ethicaleating)



# Imagining the Possible

*How will you use your gifts to improve the world?*

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](#)
- EDTE 302: [Advocacy & Policy](#)
- ENVS 358: [Environmental Ethics](#)
- INST 432: [Global Migration](#)
- PHIL 432: [C. S. Lewis](#)
- PHIL 432: [Chinese Philosophy](#)
- PHIL 432: [Encultured Minds](#)
- PHIL 432/WGST 435: [Feminist Ethics](#)
- PHIL 432: [Happiness & Wisdom](#)
- 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](http://gonzaga.edu/outcomes)



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