CORE CURRICULUM MISSION
The Canisius College Core Curriculum is rooted in the humanistic ideals of the Catholic intellectual tradition and Jesuit pedagogy with its emphases on academic excellence, the dialogue of faith and reason, and service to humanity.

The Core Curriculum seeks to provide Canisius students with a strong foundation in the humanities and liberal arts as the first step in a transformative experience that will expose them to the richness of human diversity and infuse them with a sense of service in the cause of justice for all peoples, but especially for the poor and marginalized of the world.

At the same time, the Core Curriculum seeks to develop student skills in writing, oral communication, information literacy, and critical thinking that are essential for success in life regardless of the profession one chooses to pursue.

Lastly, the Core Curriculum seeks to engage Canisius students with the spiritual dimension of human life in the hope that this will enable them to seek God in all things and to become men and women for and with others in the pursuit of wisdom and magnanimity.

More information about the core is available on the Academic Affairs Website (https://www.canisius.edu/academics/academic-affairs/core-curriculum).

CORE CAPSTONE
The Core Curriculum includes a Core Capstone that provides students an opportunity to reflect upon the meaning and significance of the Core Curriculum. Students should ideally take the Core Capstone upon completion of all the other core components, usually in the junior or senior year.

CORE CURRICULUM EXPERIENCES
1. Foundation Courses: Four courses — FYS 101, ENG 101, PHI 101, RST 101
   Students are encouraged to complete these four foundation courses during their first year and as their major schedules permit. Usually FYS 101 is taken during the fall semester and ENG 101 during the spring semester. First-year students should complete PHI 101 or RST 101 during the fall semester and then the other course during the spring semester.

2. Breadth of Knowledge: minimum seven courses
   Students take at least seven courses that range over the traditional liberal arts, at least one from each of the following Fields: Religious Studies, Philosophy, Literature and the Arts, History, Social Sciences, Natural Sciences, and Mathematical Sciences. Only courses having the appropriate field-designation satisfy this component of the Core Curriculum.

3. Cross-disciplinary Knowledge and Skills Courses: courses having the following six designations
   Students also take courses that satisfy the following cross-disciplinary knowledge and skills goals: Justice, Ethics, Diversity, Global Awareness, Advanced Writing-intensive, and Oral Communication. Courses with an appropriate field-designation or courses that satisfy major or elective credits may also have these designations. Students take as many courses as necessary to complete the knowledge and skills goals.

4. Core Capstone: One designated course or experience
   Ideally after students complete all other Core Curriculum expectations, they become eligible for the Core Capstone. Typically this occurs during a student’s junior or senior year. Some Core Capstones might also be capstones in a major (see your major course of study for such overlap).

DESCRIPTIONS OF CORE CURRICULUM COMPONENTS
The Core Curriculum is a multi-disciplinary program of study that all Canisius College students experience. The Core Curriculum components include:

1. Foundation Courses
   The Core Curriculum provides a foundation of four common courses, usually completed during the first year. These courses include basic instruction in writing (FYS 101, ENG 101), attention to the process of critical thinking through the basic development of information literacy (FYS 101, ENG 101, PHI 101, RST 101), and a basic understanding of the importance of studying religion and philosophy within the Catholic, Jesuit tradition of education (PHI 101, RST 101).
   - Foundation FYS 101: Explorations of Academic Writing — Special Topics
     This course emphasizes the production of academic writing through critical analysis of texts with topics drawn from a wide range of academic disciplines. These courses are intended to be seminar style with reading and discussion appropriately challenging for first-year students. The motivating goal is that students learn to write to enhance learning, find and evaluate information, practice academic integrity, negotiate the process of revision, and use correct grammar and syntax.
   - Foundation ENG 101: Writing about Literature
     This course develops strategies for reading and writing about literature — poetry, drama, fiction, literary essays. The motivating goal is that students come to understand and interpret primary literary texts, develop writing skills, and develop and organize interpretive essays through the use and evaluation of sources. ENG 101 courses have a significant component devoted to writing instruction and developing information literacy. Students undertake appropriate research activities, write at least 15 pages of polished prose, and revise their writing exercises.
   - Foundation PHI 101: Introduction to Philosophy
     This course acknowledges the special place of philosophy in Catholic Jesuit education. PHI 101 provides a thoughtful examination of philosophical issues, with concern that students learn to use logical and critical analysis to understand the claims and arguments proposed by classical and modern philosophers, including some in the Catholic philosophical tradition.
   - Foundation RST 101: Introduction to Religious Studies
     This course acknowledges the special place of studying religion in Catholic Jesuit education. RST 101 provides an academic introduction to religion, with a concern that students understand the nature and role of religion and religious experience in human life and society, including the Jesuit and Catholic traditions as well as other world religions.

2. Breadth of Knowledge
   The Core Curriculum compasses a distribution of liberal arts and sciences courses, one in each of seven Breadth of Knowledge Fields. These courses provide a broad examination of the liberal arts tradition and invite participants to recognize the multiple ways that natural and social phenomena have been studied and categorized. The skills and knowledge students develop through the Breadth of Knowledge component of the Core Curriculum reflect the variety of disciplinary norms specific to each Field. Taken together these courses encourage students to reflect on their inner lives, to consider how attention to the
life of the mind bears upon reality, and to discern the human relationship to the natural world and to social institutions.

The seven Breadth of Knowledge Fields are:

- **Field 1: Religious Studies and Theology**
  Filed 1 courses enable students to gain a clearer understanding of the role that religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice.

- **Field 2: Philosophy**
  Field 2 courses enable students to understand, articulate, and evaluate the values, principles, and assumptions on which individual and social decisions rest.

- **Field 3: Literature and the Arts**
  Field 3 courses enable students to understand the aesthetic dimension of creative work in the fine arts and/or literature and to articulate how that creative work mirrors and shapes human experience.

- **Field 4: History**
  Field 4 courses enable students to understand how historians use evidence to study the recorded past, to situate events, artifacts, and experiences in their historical context, and to analyze the process of change over time.

- **Field 5: Social Sciences**
  Field 5 courses enable students to explain, interpret, and critically analyze human behavior and social structures from the perspective of the social sciences and their methods.

- **Field 6: Natural Sciences**
  Field 6 courses enable students to explain, interpret, and critically analyze the natural world using the scientific method from the perspectives of the various natural sciences.

- **Field 7: Mathematical Sciences**
  Field 7 courses enable students to reason quantitatively, abstractly, or computationally about the world using the symbol systems rooted in quantitative measures, logical analysis, and/or algorithms to solve practical problems.

3. Cross-Disciplinary Knowledge and Skills courses

The Core Curriculum provides six focal areas that address matters central to the Catholic, Jesuit tradition of education that are necessary for preparing students for the modern world. Students select courses to fulfill all six experiences. Any course may carry a Cross-Disciplinary Knowledge or Skill designation that has a significant component on the focal area. Such courses may also satisfy Field and major requirements as well as elective credit.

- **Diversity Component**
  Courses with a diversity component enable students to develop an understanding of the multicultural character of the United States by giving attention to the cultural differences within the United States. This focal concern is grounded on the assumption that a good education ought to provide students with the intellectual tools and broad perspectives for examining their own communities and values as well as the communities and values of other peoples.

- **Ethics Component**
  Courses with an ethics component enable students to develop an understanding of personal action, the good in terms of human agency and happiness and living a worthwhile life. Attention focuses on moral issues, living well and the frameworks that make living well intelligible, both personally and professionally. This focal concern is grounded on the assumption that an understanding of ethics is an integral part of educating the whole person for good citizenship.

- **Global Awareness Component**
  Courses with a global awareness component enable students to develop an awareness of nations, countries, regions, communities and cultures outside of the United States. This focal concern is grounded on the assumption that we live in an increasingly interconnected world, and that a liberal arts education ought to provide students the intellectual tools and understandings to comprehend global events.

- **Justice Component**
  Courses with a justice component enable students to develop an understanding of the nature of justice, including the tension between justice and power, as well as the causes of injustice. This focal concern is grounded on the assumption that we live in a world that increasingly calls to its citizens to promote justice and that a liberal arts education ought to provide students the intellectual tools and understandings to promote justice.

- **Advanced Writing-intensive Component**
  Courses at the 200-level or above with an advanced writing component provide significant emphasis on using writing as a way to learn. The focal concern is that students participate in the process of drafting, re-writing, and editing at an advanced level, with extensive commentary and assistance from instructors.

- **Oral Communication Component**
  Courses with an oral communication component enable students to develop abilities to communicate effectively and appropriately in a range of contexts, including face-to-face engagements and through practicing their skills with sending and receiving messages. Effective communication helps maintain a sense of community as well as an ability to craft consensus in an increasingly diverse and complex world. Preparation for life in the modern world requires sensitive and skillful communication with those of widely different backgrounds, cultural experiences, and values.

### COURSES IN THE CORE CURRICULUM

#### Foundations

Students must take each of the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 101</td>
<td>Explorations of Academic Writing and Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>RST 101</td>
<td>Introduction to Religious Studies and Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Field 1 (Religious Studies and Theology)

Students must take one of the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 308</td>
<td>Pagans and Christians</td>
<td>3</td>
</tr>
<tr>
<td>CLS 309</td>
<td>Greek and Roman Religion</td>
<td>3</td>
</tr>
<tr>
<td>HIS 302</td>
<td>Life and Theology in Colonial Atlantic</td>
<td>3</td>
</tr>
<tr>
<td>HIS 306</td>
<td>American Religious Experience</td>
<td>3</td>
</tr>
<tr>
<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IGSR 302</td>
<td>Jesuits in Argentina</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Psychology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>RST 200</td>
<td>Introduction to the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>RST 201</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>RST 219</td>
<td>History of Eastern Orthodox Christianity</td>
<td>3</td>
</tr>
<tr>
<td>RST 220</td>
<td>Introduction to Eastern Religions</td>
<td>3</td>
</tr>
<tr>
<td>RST 221</td>
<td>Native American Religions</td>
<td>3</td>
</tr>
<tr>
<td>RST 222</td>
<td>African Religions</td>
<td>3</td>
</tr>
</tbody>
</table>
Field 3 (Literature and the Arts)

Students must take one of the following classes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 205</td>
<td>Mirror of the Past: Greece</td>
</tr>
<tr>
<td>CLS 206</td>
<td>Mirror of the Past: Rome</td>
</tr>
<tr>
<td>CLS 207</td>
<td>Mythology and Literature</td>
</tr>
<tr>
<td>CLS 214</td>
<td>Greek and Roman Tragedy</td>
</tr>
<tr>
<td>CLS 301</td>
<td>The Age of Cicero</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
</tr>
<tr>
<td>DMA 213</td>
<td>3D Graphics</td>
</tr>
<tr>
<td>DMA 214</td>
<td>Digital Design Concepts</td>
</tr>
<tr>
<td>DMA 310</td>
<td>Digital Audio/Music Production</td>
</tr>
<tr>
<td>ENG 147</td>
<td>Acting I</td>
</tr>
<tr>
<td>ENG 148</td>
<td>Acting II</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Poetry</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Drama</td>
</tr>
<tr>
<td>ENG 211</td>
<td>Science Fiction</td>
</tr>
<tr>
<td>ENG 213</td>
<td>Word and Image</td>
</tr>
<tr>
<td>ENG 218</td>
<td>Literature and Medicine</td>
</tr>
<tr>
<td>ENG 219</td>
<td>Literature and Psychology</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Contemporary Catholic Fiction</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Images of Women in Literature and Film</td>
</tr>
<tr>
<td>ENG 224</td>
<td>The Journey in World Literature</td>
</tr>
<tr>
<td>ENG 225</td>
<td>The Journey in American Literature</td>
</tr>
<tr>
<td>ENG 233</td>
<td>The Quest in Medieval Literature</td>
</tr>
<tr>
<td>ENG 285</td>
<td>Animals in Film and Literature</td>
</tr>
<tr>
<td>ENG 294</td>
<td>Introduction to Creative Writing</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 369</td>
<td>Contemporary American Fiction</td>
</tr>
<tr>
<td>ENG 382</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 411</td>
<td>Playwriting</td>
</tr>
<tr>
<td>FAH 101</td>
<td>Cave Paintings, the Colosseum &amp; Cathedrals</td>
</tr>
<tr>
<td>FAH 102</td>
<td>Altarpieces, Academies &amp; the Avant-Garde</td>
</tr>
<tr>
<td>FAH 103</td>
<td>Survey of Pre-Columbian and Native American Art</td>
</tr>
<tr>
<td>FAH 107</td>
<td>Introduction to African and Asian Art</td>
</tr>
<tr>
<td>FAH 109</td>
<td>History of Architecture</td>
</tr>
<tr>
<td>FAH 110</td>
<td>History of Photography</td>
</tr>
<tr>
<td>FAH 159</td>
<td>Gender and Art</td>
</tr>
<tr>
<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
</tr>
<tr>
<td>FAH 213</td>
<td>Greek and Roman Art</td>
</tr>
<tr>
<td>FAH 224</td>
<td>Medieval Art</td>
</tr>
<tr>
<td>FAH 245</td>
<td>Renaissance Art</td>
</tr>
<tr>
<td>FAH 248</td>
<td>Baroque Art</td>
</tr>
<tr>
<td>FAH 261</td>
<td>Monet and the Age of Impressionism</td>
</tr>
<tr>
<td>FAH 262</td>
<td>Modern Art</td>
</tr>
<tr>
<td>FAH 265</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>FAH 266</td>
<td>Modern Architecture</td>
</tr>
<tr>
<td>FAH 267</td>
<td>Frank Lloyd Wright</td>
</tr>
<tr>
<td>FAH 271</td>
<td>Art in Buffalo</td>
</tr>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
</tr>
<tr>
<td>FAM 123</td>
<td>World Musics</td>
</tr>
<tr>
<td>FAM 124</td>
<td>America’s Music</td>
</tr>
</tbody>
</table>
Field 4 (History)
Students must take one of the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 103</td>
<td>Greek History</td>
<td>3</td>
</tr>
<tr>
<td>CLS 104</td>
<td>Roman History</td>
<td>3</td>
</tr>
<tr>
<td>EVST 259</td>
<td>Environmental History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106</td>
<td>The Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 107</td>
<td>History of Modern Europe to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 108</td>
<td>History of Modern Europe since 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 109</td>
<td>History of Asia to 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 110</td>
<td>History of Asia Since 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 123</td>
<td>History of the United States: The Colonial Period to Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 124</td>
<td>History of the United States: 1877 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 125</td>
<td>America's Story I: The Early Years</td>
<td>3</td>
</tr>
<tr>
<td>HIS 126</td>
<td>America's Story II: The Later Years</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>Latin American History to 1830</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>Latin American History since 1830</td>
<td>3</td>
</tr>
<tr>
<td>HIS 201</td>
<td>United States Military History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 203</td>
<td>Castles, Bones and Battleaxes: Material Culture of the Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 204</td>
<td>Soccer in Global History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 211</td>
<td>Women In The Western World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Medieval and Renaissance Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Military and Renaissance Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Art Music from 1900 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 215</td>
<td>Opera Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 216</td>
<td>Opera Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 217</td>
<td>Afro-Centric Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 218</td>
<td>History of Art and Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Field 5 (Social Sciences)
Students must take one of the following classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 234</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
</tbody>
</table>
Field 6 (Natural Sciences)

Students must take one of the following classes:

- ANT 121 Biological Anthropology
- BIO 109 Nutrition
- BIO 111 Introductory Biology I
- BIO 114 Human Biology: Introduction to Human Anatomy and Physiology
- BIO 116 Disease: Myth and Reality
- BIO 120 Biology in the News
- BIO 125 Microbes and People
- BIO 131 Biotechnology and Society
- BIO 132 Genes and People
- BIO 150 Animal Nutrition
- BIO 166 Biology of Birds
- BIO 221 Biology of Women
- CHM 104 Energy, Environment, and Society
- CHM 109 General Chemistry I with Review - Part I
- CHM 111 General Chemistry I
- CHM 112 General Chemistry II 3-4
- EVST 110 Science of Environmental Problems I
- EVST 111 Science of Environmental Problems II
- GEO 325 Introduction to Physical Geography
- GEO 120 Introductory Geology
- PHY 129 Introduction to Astronomy
- PHY 131 Earthquakes: Seismology and Society
- PHY 133 Dinosaurs
- PHY 201 College Physics I
- PHY 223 General Physics for Physical Science Majors I

Field 7 (Mathematical Sciences)

Students must take one of the following classes:

- ATH 398 Statistics and Research Design
- CSC 108 Introduction to Web Computing
- CSC 109 Robotics Introduction to Computer Science
- CSC 109L Robotics Introduction to Computer Science Laboratory
- CSC 111 Introduction to Programming
- CSC 127 Introduction to Game Design
- MAT 105 Finite Mathematics
- MAT 106 Calculus for the Non-Sciences
- MAT 108 Precalculus for Sciences
- MAT 109 Calculus with Review I 4
- MAT 111 Calculus I
- MAT 115 Calculus for Business
- MAT 121 Mathematics through History
- MAT 131 Statistics for Social Sciences
- MAT 141 Inferential Statistics and Computers for Science 4
- MAT 150 Mathematics and Politics
- MAT 161 Mathematics for Elementary Teachers

Advanced Writing-Intensive

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- ABEC 332 Animal Welfare
- ABEC 340 Research Methods in Animal Behavior
- ABEC 360 Observational Research Methods
- ANT 341 Environmental Anthropology
- ANT 350 Business Anthropology
- ANT 355 Sociolinguistics
- BCH 403L Molecular Biology Laboratory
- BIF 400 Bioinformatics Senior Seminar
- BIO 312 Primatology
- BIO 404L Genetics Laboratory
- CHM 301L Classical Physical Chemistry Laboratory
- CLS 301 The Age of Cicero
- COM 203 Writing for the Public Media
- CRJ 320 Criminology
- EDS 223 Foundations of Adolescent Literacy
- EDU 415 Grammar and Language Study for Teachers
- ENG 201 Poetry
- ENG 202 Drama 3
- ENG 205 Varieties of the Essay
- ENG 218 Literature and Medicine
- ENG 219 Literature and Psychology
- ENG 223 Images of Women in Literature and Film
- ENG 224 The Journey in World Literature
- ENG 225 The Journey in American Literature
- ENG 233 The Quest in Medieval Literature
- ENG 285 Animals in Film and Literature
- ENG 294 Introduction to Creative Writing
- ENG 383 Research Writing: Process and Product
- ENG 385 Persuasive Writing
- ENG 389 Business Communication
- ENG 411 Playwriting
- FAH 350 Topics in Art History
- HIS 299 Historian’s Craft
- HIS 411 History Honors Thesis
- PED 372 Seminar in Kinesiology
- PHY 350 Modern Physics Laboratory
- PHY 449 Nuclear Physics Lab
- PSC 242 International Organizations
- PSC 370 Domestic Conflicts & Peace
- RST 230 Catholic Belief Today
- RST 231 Introduction to Catholic Studies
- RST 341 Catholic Social Ethics: Theological Perspectives
- SPMT 480 Research Methods in Sport

Oral Communication

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- BIO 353 Biology Seminar II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 481</td>
<td>Communicating Research Literature</td>
<td>1</td>
</tr>
<tr>
<td>CLS 214</td>
<td>Greek and Roman Tragedy</td>
<td>3</td>
</tr>
<tr>
<td>CLS 300</td>
<td>Roman Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>CLS 309</td>
<td>Greek and Roman Religion</td>
<td>3</td>
</tr>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 319</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 280</td>
<td>Language for Legal Professions</td>
<td>3</td>
</tr>
<tr>
<td>CSC 127</td>
<td>Introduction to Game Design</td>
<td>3</td>
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<tr>
<td>CSC 395</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EDE 432</td>
<td>Seminar in Teaching and Assessment</td>
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<tr>
<td>EDS 432</td>
<td>Applied Methods of Teaching English: Adolescence</td>
<td>3</td>
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<tr>
<td>EDS 433</td>
<td>Applied Methods of Teaching Mathematics: Adolescence</td>
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<tr>
<td>EDS 434</td>
<td>Applied Methods of Teaching Modern Languages: Adolescence</td>
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<tr>
<td>EDS 435</td>
<td>Applied Methods of Teaching Science: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 436</td>
<td>Applied Methods of Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 147</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 148</td>
<td>Acting II</td>
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<td>ENG 350</td>
<td>The Theater Experience</td>
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<td>ENT 101</td>
<td>Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation</td>
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<td>The Art of Oral Presentations</td>
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<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
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<td>Greek and Roman Art</td>
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<td>FAM 450</td>
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<td>HIS 125</td>
<td>America’s Story I: The Early Years</td>
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<td>HIS 126</td>
<td>America’s Story II: The Later Years</td>
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<td>HIS 331</td>
<td>British Monarchy</td>
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<td>Mission Command and the Army Profession</td>
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<td>MLS 402</td>
<td>Mission Command and the Company Grade Officer</td>
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<td>PED 441</td>
<td>Teaching Methods in Physical Education</td>
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<td>PHY 351</td>
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<td>PSC 224</td>
<td>Congress and the Legislative Process</td>
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<td>PSC 355</td>
<td>European Union</td>
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<td>RST 235</td>
<td>Religion and Politics</td>
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<td>RST 342</td>
<td>Theological Ethics and Environmental Justice</td>
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<td>SPE 432</td>
<td>Seminar in Teaching and Assessment</td>
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<td>SPMT 430</td>
<td>Sport Communications</td>
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### Global Awareness

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- **ANT 122** Sociocultural Anthropology
- **ANT 230** Introduction to Archaeology
- **ANT 341** Environmental Anthropology
- **ANT 350** Business Anthropology
- **CLS 103** Greek History
- **CLS 104** Roman History
- **CLS 205** Mirror of the Past: Greece
- **CLS 206** Mirror of the Past: Rome
- **CLS 209** Greek and Roman Archaeology
- **CLS 308** Pagans and Christians
- **CLS 309** Greek and Roman Religion
- **CLS 311** Alexander the Great
- **ECO 460** International Trade
- **ENG 224** The Journey in World Literature
- **ENG 381** Postcolonial Literature
- **FAH 101** Cave Paintings, the Colosseum & Cathedrals
- **FAH 102** Altarpieces, Academies & the Avant-Garde
- **FAH 107** Introduction to African and Asian Art
- **FAH 109** History of Architecture
- **FAH 110** History of Photography
- **FAH 159** Gender and Art
- **FAH 210** Ancient Egyptian and Near Eastern Art
- **FAH 224** Medieval Art
- **FAH 245** Renaissance Art
- **FAH 248** Baroque Art
- **FAH 261** Monet and the Age of Impressionism
- **FAH 262** Modern Art
- **FAH 265** Contemporary Art
- **FAH 266** Modern Architecture
- **FAM 119** Masterpieces of Music
- **FAM 123** World Musics
- **FAM 212** Canisius and the BPO Experience
- **FAM 216** Medieval and Renaissance Music
- **FAM 217** Music of the Baroque Period
- **FAM 218** Music of the Classical Period
- **FAM 219** 19th Century Music
- **FAM 224** Afro-Centric Music
- **FAM 225** The Medieval World
- **FAM 106** The Medieval World
- **HIS 107** History of Modern Europe to 1815
- **HIS 108** History of Modern Europe since 1815
- **HIS 109** History of Asia to 1800
- **HIS 110** History of Asia Since 1800
- **HIS 131** Latin American History to 1830
- **HIS 132** Latin American History since 1830
- **HIS 211** Women In The Western World
- **HIS 213** Twentieth Century Europe
- **HIS 220** The History of Food
- **HIS 226** History of Ireland
- **HIS 260** Canada and the World
- **HIS 263** Wars of Latin America
- **HIS 280** The Making of Modern Africa
- **MAT 121** Mathematics through History
- **MKT 375** International Marketing
- **PED 203** Net, Target and Fitness Activities
- **PED 204** Invasion Games
- **PHY 131** Earthquakes: Seismology and Society
- **PSC 140** International Relations
- **PSC 150** Comparative Government and Politics
- **PSC 241** Human Rights and Globalization
Justice

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- **ABEC 330** Animals, Public Policy, and the Law
- **CLS 300** Roman Law and Society
- **CRJ 280** Language for Legal Professions
- **CRJ 320** Criminology
- **EDU 250** Foundations of Education
- **HIS 201** United States Military History
- **HIS 347** The History of Fascism
- **HIS 350** America and the Holocaust
- **IGSR 300** Immersion East Side Seminar
- **IGSR 302** Jesuits in Argentina
- **IGSR 306** Faith/Justice/GLOBALISM in Phi
- **MAT 150** Mathematics and Politics
- **PHI 240** Justice
- **PHI 261** Philosophy of Law
- **PHI 264** Justice & the Environment: The Problem of Climate Change
- **PHI 267** Catholic Social Thought
- **PHI 271** Philosophy of Human Rights
- **PHI 272** Gender and Philosophy
- **PHI 273** Race and Philosophy
- **PHI 274** Social and Political Philosophy
- **PHI 286** Latin American Philosophy
- **PSC 111** Western Political Tradition
- **PSC 320** American Constitutional Law I
- **PSC 321** American Constitutional Law II
- **RST 234** Christians (En) Countering Injustice
- **RST 235** Religion and Politics
- **RST 341** Catholic Social Ethics: Theological Perspectives
- **RST 353** Seven Signs of Love
- **SOC 273** Social Movements and Social Change
- **SPMT 302** Sport and Ethics

Diversity

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- **ENG 225** The Journey in American Literature
- **ENG 315** American Literature I
- **ENG 339** Southern Literature
- **ENG 368** Native American Literature
- **ENG 382** African American Literature
- **FAH 103** Survey of Pre-Columbian and Native American Art
- **FAM 124** America’s Music
- **FAM 213** Women in Music
- **HIS 123** History of the United States: The Colonial Period to Reconstruction
- **HIS 124** History of the United States: 1877 to the Present
- **HIS 125** America’s Story I: The Early Years
- **HIS 126** America’s Story II: The Later Years
- **HIS 235** From Jamestown to Yorktown: Making the United States
- **HIS 236** From Washington to Lincoln: The Making of American Democracy
- **HIS 237** The Making of Modern America 1865-1920
- **HIS 254** First Peoples
- **PED 354** Adapted Physical Education
- **PED 355** Disability Sports
- **SOC 111** Contemporary Social Problems
- **SPE 341** Inclusive Strategies

Ethics

Students must take one of the following classes (note that many of these courses also fulfill one of the Breadth of Knowledge Fields):

- **CLS 207** Mythology and Literature
- **CLS 214** Greek and Roman Tragedy
- **COM 351** Media Ethics
- **CRJ 382** Criminal Justice Ethics
- **CSC 108** Introduction to Web Computing
- **CSC 109L** Robotics Introduction to Computer Science Laboratory
- **HIS 348** Twentieth Century Marxism
- **HIS 387** Representations of the Holocaust in Film, Literature, and Music
- **HSV 301** Social Policies
- **PHI 241** Ethics: Traditions in Moral Reasoning
- **PHI 242** Ethical Issues in Business
- **PHI 243** Bio-Medical Ethics
- **PHI 244** Environmental Ethics
- **PHI 245** Animal Ethics
- **PHI 246** Ethics of Technology
- **PHI 247** Food and Agricultural Ethics
- **PHI 252** Happiness, Virtue and the Good Life
- **RST 242** Introduction to the Spirituality of Business
- **RST 340** Moral Issues Today
- **RST 342** Theological Ethics and Environmental Justice
- **RST 343** Franciscan Reply to Science
- **RST 345** Bio-Moral Problems
- **SPMT 302** Sport and Ethics

Core Capstone

Students must take one of the following classes:

- **ABEC 404** Wildlife Ecology and Conservation in South Africa
- **ABEC 419** Anthrozoology
- **BIO 477** Plants and Society
- **CLL 400** Humanitas
- **CLL 409** American Constitutional Law I
- **SPMT 302** Sport and Ethics
Courses in the Core Curriculum must meet the following learning goals. Courses may have more learning goals and objectives in addition to those associated with the Core.

Foundations
Foundation FYS 101: Explore Academic Writing
Content
Goal 1: Read college-level texts pertaining to an academic discipline or topic
Objectives: Students will:

- (1A) recognize the audience and purpose of selected texts within an academic discipline or topic
- (1B) articulate the meaning of text passages within an academic discipline or topic

Skills
Goal 2: Construct a coherent, thesis-driven paper on an academic topic
Objectives: Students will:

- (2A) develop the ability to write a clear introduction that frames the academic topic
- (2B) demonstrate appropriate conventions of grammar and style for formal writing
- (2C) articulate a central thesis around which the paper is to be organized
- (2D) organize the paper effectively with coherent paragraphs
- (2E) support the thesis with evidence
- (2F) conclude the paper appropriately for the topic

Goal 3: Develop basic Information Literacy skills
Objectives: Students will:

- (3A): locate and evaluate print and/or electronic sources appropriate for answering a particular research question
- (3B): cite sources according to a conventional documentation style (for example, MLA, APA, Chicago) and with academic integrity

Foundation ENG 101: Writing about Literature
Content
Goal: Students will demonstrate the ability to understand and critically analyze college-level literary texts.
Objectives: Students will:

- (1A) Understand the use of specific literary terms, traditions, or styles
- (1B) Interpret the meanings or significance of a literary text

Skills
Goal: Students will demonstrate the ability to construct a coherent, thesis-driven essay on a literary topic.
Objectives: Students will

- (2A) Identify and articulate a central thesis around which the essay is to be organized
- (2B) Develop a coherent argument that supports a central thesis
- (2C) Support argument with evidence from literary texts and/or secondary sources
- (2D) Find and evaluate print and electronic sources appropriate for answering a specific research question about a literary text
- (2E) Cite sources according to MLA documentation style and with academic integrity
- (2F) Demonstrate appropriate conventions of grammar and style

Foundation RST 101: Introduction to Religious Studies
Content
Goal: Students will demonstrate a basic understanding of the nature and role of religion, including Catholic and Jesuit traditions and other world religions.
Objectives: Students will

- (1A) Demonstrate basic knowledge of Christianity, Judaism, and other world religions, as determined by the instructor
- (1B) Identify and explain the basic meaning of Catholic beliefs
- (1C) Identify the key religious terms in the Jesuit tradition
Skills
Goal: Students will demonstrate their knowledge of religious studies or theology in comparative and reflective exercises.

Objectives: Students will:
- (2A) Identify & analyze connections between different religious beliefs
- (2B) Find, use and evaluate information relevant to presenting and defending a thesis
- (2C) Identify and apply the ethical use of academic standards for using sources

Foundation PHI 101: Introduction to Philosophy
Content
Goal: Students will demonstrate knowledge of major figures and major themes within the history of philosophy.

Objectives: Students will:
- (1A) Demonstrate knowledge of at least one major figure from three of the four eras in the history of philosophy: Ancient, Medieval, Modern, and Contemporary
- (1B) Demonstrate a basic understanding of some of the major themes in the history of philosophy, from four of the following six areas: Aesthetics, Epistemology, Theories of Ethics, Logic, Metaphysics, and Theories of Justice
- (1C) Demonstrate knowledge of a primary philosophical text from the Catholic tradition or a significant aspect of the Jesuit tradition

Skills
Goal: Students will demonstrate the ability to construct and analyze philosophical arguments.

Objectives: Students will:
- (2A) Construct and explain cogent philosophical arguments
- (2B) Clarify and analyze claims made in philosophical texts

Breadth of Knowledge Fields
Field 1 (Religious Studies and Theology)
Content
Goal: Students will demonstrate knowledge in the disciplines fundamentally concerned with religious studies or theology.

Objectives: Students will:
- (1A) Understand the role of religion in the experiences and actions of human life.
- (1B) Understand religious ideas and religious values in their relationship to religious institutions.
- (1C) Understand the diversity of patterns of religious belief in the human experience.

Skills
Goal: Students will demonstrate the skills that will enable them to become critical thinkers on questions of religious substance.

Objectives: Students will:
- (2A) Demonstrate competence in the use and analysis of primary sources.
- (2B) Demonstrate the ability to understand and explain religious concepts.
- (2C) Demonstrate the ability to relate course subject matter to the human experience.

Field 2 (Philosophy)
Content
Goal: Students will demonstrate a deepened knowledge of a principle theme and a major era or core figure in the history of philosophy.

Objectives: Students will:
- (1A) Demonstrate knowledge of a major topic or branch in the history of philosophy such as Aesthetics, Epistemology, Ethics, Logic, Metaphysics, and Theories of Justice.
- (1B) Demonstrate knowledge of a major era in the history of philosophy (Ancient, Modern, Medieval, or Contemporary) or a core figure in the history of philosophy.

Skills
Goal: Students will demonstrate the ability to communicate and assess philosophical ideas and arguments.

Objectives: Students will:
- (2A) Use philosophical terms and language appropriately in their prose.
- (2B) Identify and analyze assumptions and premises in philosophical arguments.
- (2C) Construct philosophical arguments and write cogently about philosophy.
- (2D) Demonstrate the ability to relate abstract theory to concrete practice.

Field 3 (Literature and the Arts)
Content
Goal: Students will demonstrate an understanding of the aesthetic dimension of human life through the study of literature, art, or music and the ways in which they mirror and shape the human experience.

Objectives: Students will:
- (1A) Identify specific techniques, styles, or formalistic properties of particular examples of literature, art, or music.
- (1B) Identify the relationship of particular examples of literature, art, or music to the traditions from which they have emerged.
- (1C) Demonstrate an understanding of how creative work in literature, art, or music mirrors and shapes human experience.

Skills
Goal: Students will demonstrate knowledge of the methods of literary and artistic criticism and interpretation.

Objectives: Students will:
- (2A) Critically evaluate the methods of literary and/or artistic criticism and interpretation employed in the study of literature, art, or music.
- (2B) Employ the methods of literary and/or artistic criticism and interpretation in the study of literature, art, or music.
Field 4 (History)

Goal: Students will demonstrate familiarity with the way in which historians analyze change and continuity over time with reference to specific historical events, themes, ideas, and/or individuals.

Objectives: Students will:
- (1A) Situate events, people, and/or artifacts in their appropriate historical context.
- (1B) Recognize the relationship between cause and effect in the process of historical change.
- (1C) Read and interpret evidence from primary sources and texts.
- (1D) Read and understand scholarly historical arguments and the way in which they are constructed.

Field 5 (Social Sciences)

Content
Goal: Students will demonstrate knowledge of human behavior from the perspective of a social science discipline.

Objectives: Students will:
- (1A) Demonstrate knowledge of the basic concepts and theories of a social science discipline.
- (1B) Demonstrate knowledge of research methodologies used in a social science discipline.

Skills
Goal: Students will utilize a social science discipline to critically evaluate social, cultural, and/or political claims.

Objectives: Students will:
- (2A) Apply social science concepts and theories to concrete problems of human society.
- (2B) Apply qualitative or quantitative analysis to situations in the world.

Field 6 (Natural Sciences)

Content
Goal: Students will demonstrate through explanations, interpretations, and critical analyses their understanding of natural phenomena.

Objectives: Students will:
- (1A) Demonstrate valid application of cause and effect reasoning.
- (1B) Describe patterns of scale, proportion and quantity in the natural world.
- (1C) Define natural systems in terms of energy, material components and processes of change.

Skills
Goal: Students will demonstrate the ability to reason and communicate so that their actions can have positive impacts on society.

Objectives: Students will:
- (2A) Communicate scientific information effectively.
- (2B) Use qualitative or quantitative data to make rational predictions of natural phenomena.
- (2C) Apply scientific knowledge to issues impacting society.

Field 7 (Mathematical Sciences)

Content
Goal: Students will be conversant with the essential terminology and concepts of a mathematical, statistical or algorithmic system.

Objectives: Students will:
- (1A) Demonstrate knowledge of the vocabulary and notation of a mathematical, statistical or algorithmic system.
- (1B) Demonstrate understanding of the theory behind the concepts and techniques of a mathematical, statistical, or algorithmic system.

Skills
Goal: Students will have the appropriate skills and techniques used in problem analysis and solution.

Objectives: Students will:
- (2A) Analyze and apply appropriate quantitative, theoretical, and/or computational techniques to solve problems.
- (2B) Interpret the results of their analysis clearly.

Attributes

Advanced Writing-Intensive

Content
Goal: Students will demonstrate the ability to write an effectively developed logical argument.

Objectives: Students will:
- (1A) Integrate appropriate ideas and evidence, in accordance with course content.
- (1B) Organize those ideas and that evidence strategically for a given audience and purpose.

Skills
Goal: Students will have the appropriate skills and techniques used in problem analysis and solution.

Objectives: Students will:
- (2A) Write grammatically correct sentences that are fluid and include smooth transitions.
- (2B) Use vocabulary that is appropriate for the purpose and audience/field.
- (2C) Employ correct punctuation, spelling, capitalization, and documentation conventions.
- (2D) Use appropriate citation and attribution of ideas, information, and evidence.

Oral Communication

Content
Goal: Students will compose a message and provide ideas and information appropriate to its topic, audience, setting, and purpose.

Objectives: Students will:
- (1A) Identify the components of effective oral communication of an idea with an argument or thesis supported by evidence.
- (1B) Demonstrate the knowledge of how to select appropriate material that will be understood by the audience.
• (1C) Apply organizational and explanatory strategies suitable to the topic, audience, setting and purpose of the message that is being delivered.

Skills
Goal: Students will demonstrate the ability to deliver effective oral presentations.

Objectives: Students will:
• (2A) Speak clearly and employ a rich and imaginative vocabulary with diction and pronunciation appropriate to the context.
• (2B) Present fluently, maintain eye contact with the audience, and use gestures appropriate to the context.
• (2C) Define the thesis and/or purpose of the message, use smooth transitions from one section to the next, and end with a clear and direct conclusion.
• (2D) Demonstrate the effective and judicious use of detail and evidence in substantiating and/or illuminating the presentation’s central thesis.

Global Awareness
Content
Goal: Students will demonstrate knowledge of the history, culture, and/or political systems of societies, states, and peoples other than the United States.

Objectives: Students will:
• (1A) Identify and describe the history, social structures, political institutions, and/or patterns of cultural expression that characterize specific societies, states, and peoples outside the United States.
• (1B) Identify the various factors that have contributed to the history and development of social structures, political institutions, and patterns of cultural expression that characterize specific societies, states, peoples, and cultures outside the United States.

Skills
Goal: Students will demonstrate how their knowledge of geographical regions other than the United States fosters greater awareness of the world in which the students live.

Objectives: Students will:
• (2A) Critically analyze how the history, culture, and/or political systems of geographical regions other than the United States inform the way people outside the United States view themselves.
• (2B) Critically analyze and reflect on how their knowledge of the history, culture, and/or political systems of geographical regions other than the United States inform the way in which the students understand their relationship to the world.

Justice
Content
Goal: Students will demonstrate an understanding of justice, its relationship to power, and the ways in which causes of injustice may be mitigated and justice promoted.

Objectives: Students will:
• (1A) Compare and contrast differing theories of justice, including the ways in which justice has been defined and conceived.
• (1B) Describe the factors that are responsible for injustice with particular emphasis upon the relationship of injustice to inequities in the distribution of power.
• (1C) Describe the ways in which the factors responsible for injustice might be mitigated in the cause of justice.

Skills
Goal: Students will think critically about the factors that create, permit, and/or mitigate the conditions of justice or injustice.

Objectives: Students will:
• (2A) Identify how the distribution of power is embedded in institutions, social structures, and/or codes of conduct.
• (2B) Critically analyze theories, policies, and practices in so far as they promote either justice or injustice.
• (2C) Demonstrate how the conditions of injustice might be mitigated by specific forms of action.

Ethics
Content
Goal: Students will demonstrate an understanding of ethical criteria and principles necessary for moral evaluation and their practical application.

Objectives: Students will:
• (1A) Identify and articulate the fundamental elements of at least two major ethical theories.
• (1B) Recognize the connection between ethical theory and behavior.
• (1C) Identify and understand the core assumptions that lie at the heart of ethical behavior.

Skills
Goal: Students will demonstrate the ability to employ ethical reasoning in matters of human concern.

Objectives: Students will:
• (2A) Critically evaluate how conceptions of moral obligation contribute to living a worthwhile life.
• (2B) Apply ethical theories in analyzing ethical dilemmas and questions.
• (2C) Defend an ethical position while displaying an awareness of opposing ethical arguments.

Diversity
Goal: Student will demonstrate an understanding of the diverse and multicultural character of the United States, including variables such as social class, race, gender, ethnicity, religion, or sexuality.

Objectives: Students will:
• (1A) Identify the impact of multiple variables on the American experience.
• (1B) Articulate the interplay of at least two of these variables on the American experience.
• (1C) Distinguish how the power structure in America affects diverse groups. (2C) Compare and contrast the varied experiences of individuals within American society.