YOUR INTELLECT & heart for 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

You've heard the phrase, "it takes a village to raise a child." The same is true with ideas. Ideas have their own coming-of-age stories that depend on a community of thinkers who can cultivate and nurture them much like a village nurtures a child.

Gonzaga is a place for your ideas. As an intellectual community, Gonzaga will help you develop your creative potential by posing important questions 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.

JOURNEY

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

Gonzaga 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 a variety of outreach and engagement opportunities, both inside and outside of the classroom.

One such opportunity is the Justice in January program. This partnership between the Department of Sociology and the Center for Community Engagement engages students in exploring the human, economic, and political realities of immigration and border issues between the U.S. and Mexico. Over winter break, students spend a week in one of two border towns (San Diego, CA or Nogales, AZ) learning from governmental organizations, NGOs, and individuals impacted by these border issues. Students bring their learning back to campus through reflection, storytelling, and spreading awareness.

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 and wisdom and sets Gonzaga students apart.

To see more, visit gonzaga.edu/studyabroad
Students in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and the oppressed.

Fr. Peter-Hans Kolvenbach
Former Superior General of the Society of Jesus

Gonzaga University students have the potential to find solutions for the profound needs of a complex and ever-changing world. Professionals in the Center for Career & Professional Development will help you clarify your educational and career goals, offer relevant and meaningful services and programs, and show you how to navigate heading career development.

For most colleges and universities, it might seem like enough to guarantee their students will graduate with some community-engagement experience, a few letters of recommendation, and the skills and knowledge needed for their next professional endeavor. We intend to leave you with something more.

After four years at Gonzaga, we want you to graduate as a lifelong learner and a person committed to using your gifts for the betterment of others.

To learn more, visit gonzaga.edu/outcomes

In 2016, the University of Washington School of Medicine invited Gonzaga University to form a partnership to expand medical education and research in the Spokane area and encourage graduates to pursue medical careers in nonmetropolitan areas where health care is limited. As part of a unified graduate program, faculty from both schools teach medical classes on Gonzaga’s campus. Undergraduate students at Gonzaga benefit from research, shadowing, and mentoring opportunities provided by the UW/Gonzaga medical partnership.

Mara Hazeltine was among the first students to enroll in the UW School of Medicine–Gonzaga Regional Health Partnership and just finished her second year of medical school.

Before starting medical school, Mara taught middle school math for two years in Colorado Springs, Colorado as a part of Teach for America. Mara wanted to better understand the healthcare challenges facing rural communities. Her middle school students came to school with broken bones, infected wounds, and chronic coughs but had nowhere to go for proper medical care. Mara observed how this lack of access to health care affected students’ educational experiences, and she sought a medical school program that would provide her with the training to assist underserved rural populations.

When asked about the demands of serving as a general practitioner in a small, rural town, Mara replied, “It’s true that it takes commitment and grit to serve a small town, especially when you may be the only person in a 70-mile radius who can provide care. But we have the opportunity to make a real difference for people.”

Mara Hazeltine was among the first students to enroll in the UW School of Medicine–Gonzaga Regional Health Partnership.

Want to learn more about the UW School of Medicine–Gonzaga Regional Health Partnership? Visit gonzaga.edu/UWMedpartnership

Living Purposefully
How do you pursue knowledge and cultivate understanding?

Today, the world is both 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 core curriculum 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 approach to education the Jesuits call “cura personalis” — care for the whole person.

FIRST-YEAR SEMINAR EXAMPLES
- BIOL/THEA 193: Art & Science of Dance
- COMM 193: Telling War
- ENGL 193: Student: Technology Meets Humanity
- ENSC 193: STEM in Developing Countries
- PHIL 193: Wittgenstein & Community
- PSYC 193: Risk & Resilience
- RELI 193: Indigenous Peoples & Global Issues
- WGST 193: "Cinder", Cyborgs, & Social Justice

One First-Year Seminar is built around broadening perspectives and interdisciplinary connections. In a class taught by biology and dance professors, Art & Science of Dance invites students to learn scientific principles while relating them to movement. For Sydney Schmidt ‘20, “The part of the waving flag dance where we represented the inner workings of our ear, made me see more clearly how different pitched sounds can damage certain cells in the cochlea.”

For more information on the Gonzaga Core Curriculum, visit gonzaga.edu/GUcore
Twins, Simon and Simeon Menso '19, moved from Liberia to the U.S. when they were six years old. While they were in high school in Colorado, the Ebola virus devastated much of Liberia. Its health care infrastructure and resources did not adequately support Ebola patients. Motivated to change this, Simon and Simeon came to Gonzaga to pursue undergraduate degrees in human physiology. When they graduate, Simeon plans to become a physician for Doctors Without Borders and Simon plans to attend law school where he will specialize in medical law.

When asked if Gonzaga was the right choice, Simon replied, "When you look at Gonzaga’s Mission Statement, it has a lot to do with incorporating faith and service. Looking at the future, that’s everything we want to do—we want to combine our faith with what we’ve been through. We want to help and educate others so they can take our place when we’re gone."

For more of Simon and Simeon’s story, visit gonzaga.edu/simonandsimeon

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 and 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 101**: Philosophy of Human Nature
- **REL 150**: The Hebrew Bible
- **REL 124**: Gospels: Life and Teachings of Jesus
- **REL 224**: Catholicism
- **REL 225**: African Catholicism
- **REL 211**: Bible and Film in Dialogue
- **REL 311**: Christian Leadership
- **REL 315**: Feminist Theologies
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
- PHIL 301: Ethics Service Learning
- RELI 305: Religion & Violence
- RELI 350: International Dialogue
- RELI 351: Religions of Asia
- RELI 350: Religion & Film
- RELI 390: Sufi sm: Islamic Mysticism

CARING & DOING

Ethical Eating

In a class entitled “The Ethics of Eating,” Dr. Ellen Maccarone teaches students to cook from scratch and takes them on field trips to local farmers’ markets, coffee roasters, and food co-ops. She also helps students think about how their everyday choices in life can reflect their personal ethical values.

The excursions and culinary experiences students have empower them to make decisions about food which align with their deeply held personal beliefs. Through this course, students realize the power they have as consumers to promote these values.

For example, students with a deeply held belief in human dignity may learn that some food companies from which they buy products perpetuate poverty, neglect dangerous working conditions, and exploit their workers. As informed consumers, they are empowered to adjust their buying habits to more closely match their values.

As a result, some students have commented that this class was the most meaningful course they’ve taken in college.

For more information on The Ethics of Eating, visit gonzaga.edu/ethicaleating
Happiness is not a goal... it’s a by-product of a life well lived.

— Eleanor Roosevelt

During your fourth year at Gonzaga, you will 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

- **POLS 432:** All Art is Propaganda
- **PHIL 432:** Philosophy of Sex and Gender
- **PHIL 432:** Environmental Ethics
- **PHIL 432:** Philosophy of Food
- **PHIL 432:** Faith and Reason

### IMAGINING THE POSSIBLE

**Washington, D.C.**

Christelle works for a non-profit representing public health officials determined to rid the world of HIV and viral hepatitis. She credits her education at Gonzaga for her achievements and has never forgotten the Jesuit principle of being in service to others. A multi-talented person, Christelle also founded Bijoot (bijoot.com), an environmentally-conscious and socially-responsible fashion company that supports over sixteen charities.

**Portland, OR.**

Right before graduating, Sara landed a job with her dream company as a Brand Marketing Specialist for Nike. When reflecting on her success at Nike, she credits her Jesuit education for inspiring her curiosity, challenging her to think critically, and providing her with experience in the workplace through her local internship with Spokane Hoopfest and a coveted one with Nike itself.

**Berkeley, CA.**

Fernando conducted research in a biochemistry lab on campus and participated in HHMI EXROP research at Harvard University over the summer studying tumor biology using fruit flies as a model system. As a result of his undergraduate research and experiences, he was awarded an HHMI Gilliam Graduate Fellowship to fund his current research as he obtains a doctorate in molecular and cellular biology at the University of California, Berkeley.

**Berkeley, CA.**

For more alumni stories and videos, visit gonza.edu/LaunchesCareers