

Global Business, BSFS

The private sector plays a significant role within all aspects of international affairs by interacting with governmental and non-governmental actors. The failure of a large firm can have real effects on people at all corners of the world. Development policies now recognize the critical role of private incentives at the most micro level. Corporations are under increasing scrutiny to demonstrate ethical and socially responsible behavior.

Description

The Global Business (GBUS) major will provide BSFS students with a unique opportunity to combine a basic business education with their political and economic coursework, as well as their advanced language, research, and cross-cultural proficiencies. The major offers BSFS students access to courses in accounting, international marketing, corporate finance, and business operations. Students are enabled to use the tools from the business disciplines to understand and analyze the firm and the private sector.

Through an integrated learning experience, the aim of the major is to produce a new breed of graduates who are fluent in the global languages of business, politics, economics, and culture. This fluency and the associated analytical capacity should allow graduates to pursue careers in the private and public sectors, non-profits, and academia, and allow them to freely move between those sectors as their careers evolve. Graduates of the GBUS major will be able to understand corporate ethics and social responsibility and how political and economic environments have made these strategic concerns of the global firm.

Goals of the Major

The Global Business major is designed to provide students with all of the rigorous, multidisciplinary tools needed to analyze business enterprises and how they operate within financial, social and cultural forces around the world. Students acquire a core set of tools in the business disciplines from select MSB courses, as well as study in the social sciences and humanities while completing SFS and University requirements.

Objectives

- Acquisition of quantitative and qualitative methods.
- Acquisition of analytical tools of the business disciplines of accounting, finance, marketing, and operations.
- Combining of business, social science, and humanity disciplines to understand and analyze the firm and the private sector in the context of global social and cultural forces.
- Understand the multinational corporation and its behavior.
- Understand international investments and corporate finance.
- Understand the interactions of businesses and governments in public sector policy making.
- Understand corporate ethics, social responsibility, and environmental impacts, and how political, economic, and social conditions have made these strategic concerns of the global firm.

Honors in Global Business

Parallel to the other majors, honors in the Global Business major requires a 3.5 overall GPA and 3.67 GPA in the major. In addition, qualification for honors will require a thesis judged to be of honors quality by a committee of faculty members or completion of additional requirements as determined by the field committee.

Additional information on the major and required coursework may be found on the BSFS website.

Requirements

Requirements for the Bachelor of Science in Foreign Service in Global Business

Courses in the SFS core requirement serve as foundational requisites of this major.

The GBUS major requires 8 courses in addition to the calculus prerequisite.

Prerequisite: Calculus I (MATH 1350 – Calculus I or AP Credit, or equivalent) or Essential Math for Econ (ECON 1357)

GBUS majors are required to complete both ECON 2543 and ECON 2544 as co-requisites. If you are considering GBUS you should plan to select either ECON 2543 (International Trade) or ECON 2544 (International Finance) to fulfill one of your SFS core economics requirements. **It is important to note that ECON 2542 (International Economics) will not count towards your major so we advise against selecting it if you plan to pursue the GBUS major.**

Should you opt to complete ECON 2542 and then, at a later date, decide to major in GBUS, you will be required to complete one higher-level economics course to fulfill the stated co-requisites.

Code	Title	Credits
Select one of the following Statistics courses: ¹		3
ECON 2110	Economic Statistics	
GOVT 2201	Analysis of Political Data I	
INAF 3200		
MATH 1040	Probability and Statistics	
MATH 2140	Intro Math Statistics	
MARK 1101	Principles of Marketing	3
Select one of the following Business Core Tracks: ²		3-9
Standard Track:		
GBUS 4400	Business, Accounting & Finance	
Finance Track:		
ACCT 1101	Intro to Financial Accounting	
ACCT 2101	Mgmt Acct for Decision Making	
FINC 2101	Business Financial Management	
One International Business course		3
Three SFS Supporting courses		9
One MSB Supporting course		3
Total Credits		24-30

¹ AP Stats does NOT meet requirement)

One required.

- ² Students interested in pursuing advanced education in business, or employment in sectors which require training in both managerial and financial accounting, should pursue the Finance Track.

Georgetown Core Curriculum

The Georgetown Core Curriculum (Georgetown Core) is a distinctive expression of Georgetown University's identity as a student-centered research university rooted in the Jesuit and Catholic tradition. The Georgetown Core is a two-tiered program. The first tier – the “shared core” – has been created and approved by the Main Campus Core Curriculum Committee and is shared by all undergraduates as a common core experience. The second tier of the requirement – the “school-specific core” – is designed and determined by each of the undergraduate schools, embodying the shared learning goals of the university Core while furthering the specific mission and tradition of each school. Both the shared and school-specific cores change over time, balancing the traditional ethos of a liberal arts education with the changing needs of our students in a changing world. Ultimately, it is the hope that the entirety of a Georgetown education – the cores, majors and minors, and electives – will lead students to embody as life-long habits the goals described in the Georgetown Core Curriculum Learning Goals (<http://coursecatalog.georgetown.edu/academics/undergraduate-regulations/georgetown-core-curriculum-requirements/georgetown-core-curriculum-goals/>).

More information about the Georgetown Core Curriculum can be found on the Provost's Core Curriculum website (<https://provost.georgetown.edu/core-curriculum#University%20Core%20Requirements>).

Georgetown Shared Core Requirements

The core requirements that form the first tier, the common experience across the University, are outlined below. Georgetown courses fulfilling each of these requirements are designated “Core: [specific requirement]” in the Attributes in the Schedule of Classes (<https://schedule.georgetown.edu/>).

Philosophy – 2 Courses

Through the Core, the Philosophy Department is committed to providing courses that promote students' personal growth as human beings in search of meaningful lives, foster their development as responsible citizens, and offer effective introductions to the discipline of philosophy. The learning goals shared by courses in the Philosophy Core are:

- Understand what philosophy is, how it differs from other academic disciplines, and what its primary areas of inquiry are.
- Understand and construct arguments.
- Describe and analyze complex problems.
- Read, write and speak effectively.
- Engage critically and constructively with moral problems and decisions.
- Apply philosophical analysis, argumentation, and critical reflection to the study of other disciplines.

Please refer to each school/college curriculum for specific courses that will fulfill this requirement.

Theology and Religious Studies – 2 Courses

Through the Core, the Theology and Religious Studies Department is committed to fostering in students a critically appreciative awareness of the religious dimension of human existence, and to assisting students in reflecting upon their own experience and understanding in that enlarged context. The first course provides this foundation while the second course allows students to develop their critical awareness by applying it to a particular area of interest in religion or theology.

The learning goals shared by courses in the Theology and Religious Studies Core are:

- To consider reflectively your relationship to the world, your fellow humans, and God.
- To foster a critically appreciative awareness of the religious dimension of human existence.
- To assist you in reflecting upon your own experience and understanding in that enlarged context.
- To develop your critical awareness by applying it to a particular area of interest in religion or theology.

Problem of God¹ (THEO 1000) and one Theology and Religious Studies elective fulfill the Theology and Religious Studies requirement. Introduction to Biblical Literature (THEO 1100) may be substituted for Problem of God or may be used as an intermediate level elective.

- ¹ Transfer students are exempt from the Problem of God requirement and may select any two intermediate level courses, including Introduction to Biblical Literature, to fulfill the core requirement in Theology & Religious Studies.

Writing – 2 Courses

The writing requirement provides students with opportunities to connect their writing with critical reading and thinking, inquiry, and analysis. The Writing and Culture Seminar, WRIT 1150, approaches writing through three interrelated frameworks: writing as a tool for inquiry, writing as a process, and practice writing in different rhetorical situations. Each section focuses on a cultural theme, with readings and assignments that engage students with compelling questions and problems. Seminar readings provide texts for analysis as well as models and motives for student writing. Students are encouraged to complete this course during their first year at Georgetown. The learning goals shared by different sections in the Writing and Culture Seminar are:

- Experiment with diverse strategies for planning, drafting, and revising writing.
- Adapt writing to respond to, engage, and persuade audiences.
- Employ rhetorical strategies for analyzing, designing, and communicating in writing and other forms of media.
- Engage in writing as a form of thinking, inquiry, and learning.

The second half of the Writing Core is an intensive writing experience located within the student's chosen major, embedded within the requirements as determined by that program. Each major's Integrated Writing requirement is established by the department or program in order to express the unique conventions and practices of the discipline. The learning goals shared by courses in the Integrated Writing Core are:

- To prepare students to use the relevant forms, styles, and conventions of writing within their chosen major(s).
- To employ writing as a method to enhance students' learning of concepts, materials, and methods in their major.

Courses fulfilling this requirement are identified within each major.

Humanities: Art, Literature, Music, and Media (HALM) – 1 Course

(Formerly Humanities: Art, Literature and Culture (HALC))

The Humanities: Art, Literature, Music, and Media (HALM) requirement serves to deepen students' understanding and experience of a range of creative media representing cultural expressions from various historical periods and world regions, from the local to the global.

Through reading, listening, viewing, analyzing, writing, and/or creative practice, students acquire the intellectual and practical tools to interpret human experiences portrayed in the arts, literature, music, and media.

HALM Learning Goals:

- Understand how art, literature, music and/or media have historically shaped and been shaped by cultures.
- Develop generative habits of mind and exercise critical thinking skills for a world in flux: openness, resilience, curiosity, creativity, imagination.
- Activate knowledge through creative, analytical, and/or critical approaches in individual, collaborative, and/or public-facing projects.

HALM courses must be Georgetown University courses and cannot be fulfilled by transfer credits; they must be 3-credit courses. Courses that can fulfill other Core requirements (such as HIST, PHIL, THEO) are ineligible.

In 2026-27, the older "HALC" designation (Humanities: Arts, Literature, and Culture) will be replaced with HALM (Humanities: Arts, Literature, Music and Media). For this academic year, courses with the designation will be tagged with both HALC and HALM. In Fall 2027, the tag HALC will be retired in favor of HALM.

Science For All – 1 Course

The natural sciences, and the technologies that they enable, are woven deeply into the fabric of our lives and are central to many of the important political and social challenges that we face. They are also pinnacles of intellectual accomplishment in humanity's ancient and ongoing quest to understand the world in which we live. Thus we believe that to function as liberally educated, ethically responsible citizens, as stewards of the planet, and as effective leaders, all Georgetown students should understand scientific modes of thought and concepts, both in the abstract and as they are exemplified in at least one major area of scientific inquiry. The Science For All (SFA) Core requirement is grounded in these beliefs. The learning goals shared by courses in the Science for All Core are:

- To understand the basic principles and some current research challenges of one or more areas of science.
- To understand science as a set of methods of inquiry that involve forming and testing hypotheses through the analysis of quantitative and qualitative data.

- To consume and interpret scientific information with critical understanding of the balance of certainty and uncertainty that research findings inevitably reflect.

Quantitative Reasoning and Data Literacy – 1 Course

This requirement applies only to students in the class of 2028 and later.

The Quantitative Reasoning and Data Literacy (QRDL) requirement will help students learn to understand how real-world interpretation of data progresses from a set of numbers, frequently incomplete and with measurement errors, to a visual distillation that clearly conveys meaning. While mathematics and statistics provide a necessary foundation for quantitative reasoning and data literacy, the power of pure mathematics lies in its abstraction. In contrast, QRDL emphasizes a distinctive variety of concrete contexts and applications. The learning goals shared by courses in the Quantitative Reasoning and Data Literacy Core are:

- To build a quantitative toolbox that allows students to become comfortable performing and/or evaluating quantitative analyses.
- To translate and make meaning of data and quantitative analyses as they apply to complex problems.
- To effectively communicate statistical methods and results both visually and textually to a diversity of audiences with considerations to contextual, social, or ethical issues.

Engaging Diversity/Pathways to Social Justice

For students in the class of 2025, 2026, or 2027

Engaging Diversity (2 courses)

All Georgetown students are required to take two Engaging Diversity courses as overlays, meaning that the courses may count toward another degree requirement (Core, major, or minor). One of these courses must be labeled with a "Core: Diversity Domestic" attribute and one must be labeled with a "Core: Diversity Global" attribute.

In courses designated as fulfilling a diversity requirement, students will engage with different cultures, beliefs, and ideas. These courses will explore conditions that contribute to unequal access and influence. Finally, these courses should enable students to reflect on their own identities as they also deepen their understanding of the experience of others. The learning goals shared by courses in the Engaging Diversity Core are:

- To prepare students to be responsible, reflective, self-aware and respectful global citizens through recognizing the plurality of human experience and engaging with different cultures, beliefs, and ideas.
- To be better able to appreciate and reflect upon how human diversity and human identities shape our experience and understanding of the world.

For students in the class of 2028 and later

Pathways to Social Justice (3 courses)

Georgetown's Pathways to Social Justice (PSJ) curriculum prepares students to critically analyze historical and contemporary power differentials. By fulfilling the Pathways to Social Justice requirement, students will gain a better understanding of how social, political,

geographic, economic, and other cultural factors shape experiences of the world, as well as how these factors contribute to marginalization and inequality. PSJ courses will also explore how communities have resisted marginalization, and will focus on axes of identity that have formed the basis for historical and contemporary marginalization and oppression, including race, gender, class, caste, disability, religion, sexual orientation, and gender identity.

A cornerstone of this requirement is the one-credit University Seminar in Race, Power, and Justice which is designed to ensure that every student at Georgetown develops a baseline vocabulary for discussing racial difference and marginalization. This seminar will provide the foundation for each student's engagement with other PSJ-attributed "overlay" courses offered across Georgetown's Main Campus and should be taken in the first year.

In addition to the required one-credit University Seminar in Race, Power, and Justice, the requirement also requires students to take two overlay courses (meaning that these courses may count toward another degree requirement, whether core, major, or minor). Eligible courses have the "Core: PSJ" attribute.

Each course in the Pathways to Social Justice Core works toward at least three of these shared priorities:

- Inclusive Scholarship
- Intersectional Approaches to Identity
- Historical Legacies of Inequality and Their Contemporary Impacts
- National, Regional, and Global Comparisons
- Imagining Justice