

International Business, Language & Culture, BS

The International Business, Language, and Culture (IBLC) Bachelor of Science program is offered jointly by the College of Arts & Sciences and the McDonough School of Business (MSB). Students in the College and MSB may apply to the IBLC program at the end of their first year.

The IBLC joint degree program offers students an integrative education in language and business, emphasizing the centrality of cultural and linguistic competency to the business sector, and the ways that language study effects change and innovation in the world. In addition to developing critical tools and professional perspectives essential to business, students will take up vital humanistic and cultural questions through the study of literary, historical, and linguistic traditions, illuminating social and ethical dimensions that intersect with the business world.

The IBLC curriculum is a 120-credit degree. Students fulfill the University Core in full, complete a unified, joint "school" core that preserves the distinctive aims of both CAS and MSB, and complete a major that integrates essential elements of the MSB program in international business and one College language major. The language chosen will be articulated as the "concentration" in the IBLC major. Please note, students pursuing a Bachelor of Science in International Business, Language, and Culture are not permitted to double major with a major offered through a different degree program.

Requirements

University Core

- Writing: 2 courses (WRIT 1150 Writing and Culture + Integrated Writing)
- Humanities: Arts, Literatures, and Cultures: 1 course (See schedule for courses tagged HALC)¹
- Quantitative Reasoning/Data Literacy: 1 course (See schedule for courses tagged QRDL)¹
- Science For All: 1 course (See schedule for courses tagged SFA)
- Theology & Religious Studies: 2 courses (THEO 1000 Problem of God + 2nd THEO)
- Philosophy: 2 courses (PHIL 1500, Intro to Philosophy + STRT 2101, Ethical Values of Business)
- Pathways to Social Justice: 1-credit Seminar in Race, Power, and Justice and two overlay courses (See schedule for courses tagged PSJ)¹

Joint School Core

- History: 2 courses (HIST 1099, History Focus + Regional Survey)
- Social Science: 2 courses (ECON 1001 Microeconomics + ECON 1002 Macroeconomics)
- Language/Liberal Arts: Language and culture courses as defined by concentration¹

¹ Several School and University Core requirements are embedded within the major requirements or are designed as overlay courses.

International Business (IB) Curriculum

Code	Title	Credits
OPAN 1101	Computational Busn Model	1
OPAN 2101	Business Statistics	3
ACCT 1101	Intro to Financial Accounting	3
FINC 2101	Business Financial Management	3
STRT 3260	International Business	3
STRT 2265	Business-Govt Relations	3
STRT 4270	Adv International Business	3
Select four of the following MSB Core electives:		12
ACCT 2101	Mgmt Acct for Decision Making	
OPAN 2201	Modeling Analytics	
OPAN 3101	Operations Management	
MGMT 1101	Management & Org Behavior	
MARK 1101	Principles of Marketing	
ACCT 1181	Business Law	
STRT 3101	Strategic Management	
Select one of the following:		3
MARK 3229	Marketing Across Borders	
FINC 3105	Global Financial Institutions	
FINC 3250	International Finance	
MGMT 3205	The Culture Lab	
LING 2340	Cross-Cultural Communication	
ECON 2543	International Trade	
ECON 2544	International Finance	
OPAN 3280	Global Supply Chain Management	
STRT 3101	Strategic Management	
Total Credits		34

Language & Culture (LC) Curriculum and Concentrations

- IBLC-1001 (1 credit): Perspectives on Culture and Business (2nd yr)
- IBLC-4000: International Business, Language, and Culture Capstone (4th yr)
- Advanced language: Language sequence through advanced, or third level, depending on language and starting point; this may require up to 6 courses/30 credits.
- Concentration courses: Courses beyond the advanced level in culture, literature, business environment, linguistics, some taught in English. Additional electives are required for students who begin at a higher language level, to fulfill credit minimums. See specific language information below for concentration details.

Students completing the joint degree program will remain in their home school, College or MSB, from entry to graduation. IBLC students from both CAS and MSB form a unified cohort, access advising resources in both schools, and complete the same curricular requirements. A student's school of entry determines their primary decanal advisor.

Arabic

(9 courses minimum)

- Language through 3rd level: (ARAB 1011, ARAB 1012, ARAB 1111, ARAB 1112 if needed) ARAB 2216, ARAB 2217
- ARAB 2202, Intro to Islamic Civ
- ARAB 3000+ in English
- ARAB 3000+ in Arabic

Additional Arabic electives, as needed, to reach 9 ARAB courses

If starting with 1011, 9 courses will be reached without additional electives.

Chinese

(9 courses minimum)

- Language through 3rd level: (CHIN 1011, CHIN 1012, CHIN 1511, CHIN 1512 if needed) CHIN 2001, CHIN 2002
- EALC 1124, Texts & Contexts
- CHIN 2000+ in English
- CHIN 3000+ in Language

Additional 3000+ language electives (as needed, to reach 9 CHIN courses)

If starting with 1011, 9 courses will be reached without additional electives.

French

(7 courses minimum)

Code	Title	Credits
FREN 2011	Intensive Advanced French	
FREN 2551	Composition and Style	
FREN 3350	Gateway: Text, Image, Culture	
FREN 3701	Business French	
3 French electives numbered 3000-4999		

Note: students who begin below the advanced level (2011) will require additional courses to complete the concentration. Students who begin above the advanced level will substitute additional electives as necessary to reach the minimum of seven courses in the concentration.

German

(6 courses minimum)

- Language through advanced: (GERM 1011, GERM 1511 if needed) GERM 2011
- GERM 3000 or GERM 3001, Texts in Context
- GERM 3220, Business in Germany
- GERM 4220, German Business Culture
- 3 German electives numbered 3000+

If starting above 2011, no additional GERM electives needed; 6 courses starting with GERM 3000

If starting with 1011, 9 courses will be taken.

Italian

(8 courses minimum)

- Language courses through advanced: (ITAL 1011, ITAL 1511 if needed) ITAL 2011, ITAL 2012
- ITAL 2037, Business Italian
- 3 Italian electives

Additional Italian electives, as needed, to reach 8 ITAL courses

If starting with 1011, 8 courses will be reached without additional electives.

Japanese

(9 courses minimum)

- Language through 3rd level: (JAPN 1011, JAPN 1012, JAPN 1511, JAPN 1512 if needed) JAPN 2001, JAPN 2002
- EALC 1124, Texts & Contexts
- JAPN 3000+ in English
- JAPN 3000+ in Language

Additional 3000+ language electives, as needed, to reach 9 JAPN courses

If starting with 1011, 9 courses will be reached without additional electives.

Korean

(9 courses minimum)

- Language through 3rd level: (KREN 1011, KREN 1012, KREN 1511, KREN 1512 if needed) KREN 2001, KREN 2002
- EALC 1124, Texts & Contexts
- KREN 3000+ in English
- KREN 3000+ in Language

Additional 3000+ language electives, as needed, to reach 9 KREN courses

If starting with 1011, 9 courses will be reached without additional electives.

Portuguese

(7 courses minimum)

- Language through advanced: (1500 if needed) PORT 2101
- PORT 2199, Cultures of Port-Spk World
- PORT 4525, Portuguese Phonetics/Linguistics
- 2 PORT electives numbered 3000-4999

Additional Portuguese electives, as needed, to reach 7 PORT courses

If starting with 1500, 8 courses will be taken.

Russian

(7 courses minimum)

- Language through 3rd level: (RUSS 1011, RUSS 1012, RUSS 1511, RUSS 1512 if needed) RUSS 3001
- RUSS 1115, RUSS 1116, Russian A-Z I & II (in English)

- RUSS 3002 or RUSS 3003, Russia in Context
- RUSS 4005, Russian 4th Level
- 2 Russian electives numbered 3000-4000

Additional Electives, as needed to reach 7 RUSS courses of 3-credits or more

If starting with 1011 or 1012, 8 courses must be taken (plus 1-credit units, 1115 and 1116).

Spanish

(8 courses minimum)

- Language courses through advanced: (SPAN 1011, SPAN 1532 if needed) SPAN 2004 or SPAN 2011 or SPAN 2105/SPAN 2204
- 2 Spanish Lit/Culture (SPAN 3241, SPAN 3242: Spain; or SPAN 3261, SPAN 3262: Latin America)
- SPAN 3210, Intro Spanish Linguistics
- Spanish Linguistics elective courses
- SPAN 2209, Advanced Spanish for Business

Additional Spanish electives, as needed, to reach 8 courses

If starting with 1011, 10 courses will be taken; at 1511, 9 courses; at 2011, 8 courses.

Spanish & Portuguese

(9 courses minimum)

SPAN

- Language courses through advanced: (SPAN 1011, SPAN 1532 if needed) SPAN 2004 or SPAN 2011 or SPAN 2105/SPAN 2204
- SPAN Linguistics
- SPAN for Business

PORT

- Language courses through advanced: (PORT 1500), PORT 2101
- PORT Linguistics
- PORT elective numbered 3000-4999

SPAN & PORT

- 2 Lit/Culture (2) from PORT 2102, PORT 2199, SPAN 3241, SPAN 3242, SPAN 3261, or SPAN 3262
- 1 SPAN or PORT 4000 level elective

Additional 2000-level if starting beyond SPAN 2011 or PORT 1001, as needed, to reach 9 courses

If starting with SPAN 1011, 11 courses total; if starting with PORT 1500, 10 courses total; if **both**, 12 total)

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