PEACE AND JUSTICE COURSES

34079 PJ 2800–001: RACE, CLASS, & GENDER
TR 2:30-3:45 Robbins
34080 PJ 2800- H01 HON: RACE, CLASS, & GENDER
TR 4:00-5:15 Anthony

We all have multiple intersecting identities and ones which yield different lived experiences and opportunities. For example, we are all raced, but the experiences affected by that identity may be dramatically impacted by our different identities of gender, class, sexual orientation, etc. We live, however, at a time when the nature, functioning and justice around differences are seriously contested. Though we may all be equal in theory, in practice our various identities matter in different ways, privileging some and oppressing others. “Black Lives Matter”/”All Lives Matter,” “Everyone should have access to healthcare”/”The market should dictate access,” “There should be bathrooms for Transgender people”/“People should not be forced to make such accommodations,” “Same sex marriages are now the law”/”People should not have to recognize that, if it violates their religious beliefs.” We will examine many of these issues and the sources from which they come. Using material from different disciplines, we will critically analyze the complex machinery of unjust inequalities that arise from our socially constructed differences.

We shall end the course with an examination of possible strategies and practices for challenging and disrupting the systemic and interpersonal injustices that can separate and divide us one from one another with an aim at what our society might look like if privilege and oppression of groups did not occur. ATTRIBUTES: Africana Studies, Cultural Studies, Diversity Requirement 1, Diversity Requirement 2, Public Policy & Ethics, Gender and Women's Studies, Honors Seminar, Writing Enriched Requirement

34081 PJ 2993-001 INTERNSHIP
TBA Getek-Soltis
34082 PJ 2996-001 INTERNSHIP
TBA Getek-Soltis

To enroll in the PJ internship course, students will need to first secure a placement and submit an application to the Office of Undergraduate Students. Questions about the process and requirements can be directed to the CPJE Director, Dr. Kathryn Getek Soltis, or OUS Director of Internships, Kate Szumanski
If social justice matters to you, consider this new and innovative course called the Race, Justice & Dialogue Course (RJDC), which is to be required of all Villanova undergraduates in the future. This course is a pilot iteration of the RJDC that investigates the STEM fields and is offered this spring as an elective. Uniquely designed, this nontraditional course draws from social justice teachings of antiracism to shape the course content, all requirements, teaching approaches, and even the grading in a new way. One third of the course covers universal content presented in all iterations of the RJDC. Students will learn about the fundamentals of race and other intersectional identities as they relate to social systems of power in their exploration of Villanova’s origin story, Augustine, and the history of slavery and Catholicism. Students will also explore in the second third of the course how the legacies of race continue to impact US society, the University, and the academic disciplines of STEM. Specifically, we will examine how racism has systematically found its way into math, statistics, the sciences, technology, and engineering, and what can be done to dismantle these forms of systemic racism. For example, the science of Eugenics was historically used to justify Jim Crow laws and sterilization programs; yet these ideas continue to impact our world when considering current-day genetic testing and gene therapies or how African Americans responded to the COVID vaccine. Other examples of racist legacies include AI and machine-learning algorithms as well as mathematical and statistical models that are based on racially biased data. Part of the legacy of racism is resistance. Therefore, we will also study examples of people who have helped to dismantle racist systems and/or thrived despite them. This course will end with each student designing a final project to contribute to dismantling systemic racism at Villanova, in the STEM disciplines, and/or their own lives. Throughout this intellectual journey, dialogue is a central feature of the course, giving students time and space to process the course content at a deeply personal level in an open and inviting way. A trained dialogue facilitator, Alex Delboy Zenteno, will guide the dialogic experience to help students process their thoughts and emotions that the course content raises, understand and come to grips with their own social identities as well as those of others, and think about how to become an antiracist. **ATTRIBUTES: Diversity Requirement 1 This course is intended for students in STEM fields. Non-STEM students interested in enrolling should consult with the professor. Students should not have taken other RJDC iterations, including HIS 4997-001 (Fall 2021 or Spring 2022) and VSB 3500-001 (Fall 2022), or concurrently take with VSB 3500-001 or EDU 4242-001 in Spring 2023.**

Genocide is perhaps the darkest of all human endeavors. This course is an attempt to shine light onto this modern phenomenon by tracing the causes of genocide through their historical, sociological, political, neurological, colonial, and religious roots. More than simply a parade of
atrocity, this course seeks to understand perpetrators and the societies that allow, even encourage, the act of genocide. This is a multimedia, multi-disciplinary course that uses primary sources of the genocides in Rwanda, North America, Ottoman Turkey, Nazi Germany, and the former Yugoslavia. Definitions of genocide as well as the circumstances that allow it are central to the course. Understanding the mind of the perpetrator is difficult and morally challenging - understanding can sometimes lead to uncomfortable empathy - but the larger goal of the course is to find ways to prevent genocide, not just stop it when it starts. Understanding perpetrators and our own human nature is of vital importance if we are to be proactive members of the world community who can smell smoke before there is fire. ATTRIBUTES: Cultural Studies, Core Theology, Diversity 3

34085 PJ 5000–001 TOP: LOVECRAFT COUNTY AND THE RACIAL STATE
MWF 12:50-1:40 Horne
“Lovecraft Country and The Racial State” will explore the sprawling infrastructure of white supremacy in the U.S. state and the ways Black activists confronted it through the lens of HBO’s Lovecraft Country. From redlining, segregation, and employment discrimination to white vigilante and police violence, the show illustrates the impact of racist policy on Black Americans of the pre-Civil Rights era. The course will apply the latest academic research on these racist systems and practices to the experiences of Black Americans embodied in the show, examining the severe constraints of the white supremacist state and the egalitarian alternatives envisioned by Black intellectuals and organizers. ATTRIBUTES: Public Policy, Ethics

34086 PJ 5000–002 TOP: SUSTAINABLE SOLUTIONS TO POVERTY
TR 10:00-11:15 Sena
Today we know that we are living out of balance with our ecosystem and destroying the planet and the species that depend on it. The solutions we need must be as bold as the problems we are facing. The level of collaboration that we need must be unprecedented. We also know that only talking about our problems and working with small solutions won’t make the type of difference we need. We must change the way people meet their needs and replace it with systems that meet people’s needs at a higher level. When you find something that fulfills you and meets your needs in a better way, it can begin to make other systems obsolete. This is the challenge of our current and upcoming generations. This class will take us on a tour of the social movements that have come before us, and we will use history as a living laboratory for understanding how to engage in social change today. We will examine how to effectively problem solve our most pressing social problems. Although problem solving is a task that students engage in throughout their academic careers, they frequently have little experience in the metacognitive process of problem solving. Traditionally, students are taught subject-specific tools to apply to a subject-specific problem (example: how to add or how to use a dictionary) rather than problem solving strategies. This results in students not understanding the process behind problem solving and has a direct impact on success. Research indicates students who are successful problem solvers are those who
are taught how to use and develop metacognitive problem-solving techniques and who engage in
the deliberate and reflective process of problem solving. Problem solving is a multi-step process
that students must be taught and must have practice engaging in. We will study this process
throughout the semester as it relates to broad social problems such as poverty and climate crisis.
In this course we will create what is known in the social movement world as the Theory of
Change, which is a roadmap for any social intervention. A theory of change highlights causal
relationships between resources deployed, actions taken, and the outcomes or results that you
hope to achieve. Each student will create their own theory of change and learn the science and
the art of social change that fosters innovative and sustainable solutions to our world’s biggest
challenges.

34087 PJ 5000–003 TOP: NATIVE AMERICA AND GENOCIDE
TR 11:30-12:45 Lloyd
It is no secret that Native Americans have been treated badly by the U.S. government, but the
question whether they were victims of genocide remains controversial. In this course, we will
explore, on the one hand, how the conceptual lens of genocide can help us to better understand
the past and present of Indigenous peoples in North America, and on the other hand, how
learning this history helps us to complicate the meaning of genocide. To do this, we will read
theoretical work in philosophy, history, anthropology, and law, listen to podcasts, and watch
documentary films. We will look at various examples, from Indian boarding schools and the
California mission system to struggles to protect Native lands at Standing Rock and Mauna Kea,
from the massacre at Wounded Knee to the first Native Secretary of the Interior.

34088 PJ 5000–100 TOP: AGITATING FOR JUSTICE
M 6:15-8:55 Washington-Leapheart
In movement-building work, to agitate is to hold individuals and institutions accountable to our
highest values and noblest aspirations. How can we agitate Christian theologies, re-reading the
Jesus tradition for communal liberation? How can Christian theologies agitate society,
supporting public action for social and political change? The phrase “faith-rooted” describes a
style of organizing and action work that is shaped and guided in every way by faith principles
and practices. In this course, through readings, lectures, case studies, guest speakers, and written
reflections, and a group project, we will explore faith-rooted community organizing as a
response to social injustice, throughout history and today. In particular, we’ll examine how 2
students and people of color, grounded in faith, have mobilized successful campaigns to
redistribute power and resources to those who have been denied access. Students will ultimately
use their analysis of Christian theologies and faith-rooted frameworks, methods, practices, and
outcomes to participate in local organizing, including possibilities with POWER (Philadelphians
Organized to Witness, Empower, and Rebuild) and VIA (Villanova Interfaith Activism).
ATTRIBUTES: Core Theology, Theology
This class will teach students about major areas of United States discrimination law and the development of the law in these areas. Given the varied and expanding areas in which discrimination law of some sort comes into play, the course will be limited to racial, gender-based, and sexual preference-based discrimination. An overview of age or disability discrimination will be selected according to student interests, if time permits. The course will begin with an introduction to the relationship of the United States Constitution, federal statutes, and case law. Students’ case materials cover the development and current status of discrimination and civil rights law as it exists in different contexts. From the materials, students will also glean a working knowledge of the United States Supreme Court and the federal judicial system. Class arguments will develop an understanding of the finer points of constitutional fairness and its relationship to concepts of individual justice. **ATTRIBUTES: Diversity**

**Requirement 1, Public Policy & Ethics, Ethics, Politics, Law Elect**

**34090 PJ 5600-001 INDEPENDENT STUDY**

TBA Getek Soltis

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_**COURSES CARRYING P&J ATTRIBUTE**_

**32802 CLA 1975-001 CLWS: LAW AND LITERATURE**

MW1:55-3:10 Vaillancourt

"The laws because of their brevity do not teach but merely order what one should do; the poets, on the other hand, representing human life and selecting the noblest deeds persuade men by using both reason and clear examples." Lycurgus Against Leocrates 102. Music, literature, and live performance provide fruitful platforms for examining the dynamic relationship between law and justice and reflections on social justice in the history of human civilization. This Core Literature and Writing Seminar will focus on great works of both ancient and modern literature that present law as their subject, that have the force of law, and that exhibit law as dramatic art, so that students examine how literature provokes a more complete understanding of the multifaceted forms of law, justice, lawlessness, and legal practice in the community. From the ancient Greek term _nomos_, or law, we discover that law derives from human behavior, custom, social organization and categorization, as much as law grows into the authority by which governments organize themselves. Social law, then, remains relative but also stands at the root of criminal, governmental, and civil law, among many other systems of organization in society. If social law is relative to certain groups, and if justice remains the universal aim for all humans in their creation of laws, can all social law, and legal structures rooted in law, be just? The literature in
this course urges that the constant reevaluation of all law is necessary in order to enact social justice and establish justice through law. **ATTRIBUTES: Peace & Justice, Core Lit and Writing Sem, Classical Studies**

32848 COM 3201-001 RHETORIC AND SOCIAL JUSTICE  
**TR 2:30-3:45 Murray**  
In this course, we will explore and critically examine discourses surrounding hate speech and free speech in the United States through an integration of rhetorical theory and criticism. The discourses surrounding hate speech and free speech encompass philosophical ideas about freedom, equality, and democracy, legal debates over First Amendment limits and protections, polemical deliberations about platforming and technology, and historical/cultural struggles over racial equity and inclusion. In this course, therefore, we will critically explore how systemic racism has been built into the United States’ non-regulatory approach to hate speech and how various publics have worked, as a consequence, to combat hate speech in their communities. Although most public deliberations about hate speech/free speech tend to focus solely on legal issues, we will explore this issue from an anti-racist perspective. Because ensuring minoritized peoples’ access to spaces of democracy is of central importance, we will engage in a critical exploration of the communicative systems that both enrich and hinder participation in public life drawing explicitly on critical race theory and an ethical communication perspective. **ATTRIBUTES: Diversity 1, Peace & Justice, Writing and Rhetoric**

32849 COM 3240-001 PERFORMANCE FOR SOCIAL CHANGE  
**TR 1:00-2:15 Rose**  
This course explores four basic questions: 1) What is the relationship between the aesthetic and the rhetorical? 2) How can performance utilize multiple art forms and media to influence social change and social justice? 3) What is the relationship between performer and audience? 4) How can performers work in collaboration to inquire about social issues as well as to perform in ways that enact change? Thus, we will explore performance as simultaneously a process and product—a means of exploring questions about self and society, and at the same time a means of articulating a rhetorical message designed to spark some kind of socially just change. In addition to shorter performances and exercises, primary work will involve selecting and researching a social issue, then playing with various media and modes of performance to wrestle with the questions raised, and finally creating a script and performing the piece for class and public. *(no performance experience required!)* **ATTRIBUTES: Cultural Studies, Fine Arts requirement, Peace & Justice, Diversity 1 & 2**

32850 COM 3290: RHETORICS OF WHITENESS  
**TR 11:30-12:45 Crable**  
In the wake of the documented rise in race-based hate crimes perpetrated in the United States since the 2016 Presidential election, the violent events of Charlottesville, the clashes over Confederate memorials in colleges like the University of North Carolina Chapel Hill and cities
like New Orleans, the recent controversies over blackface shaking prominent politicians, and the signs of a strong white nationalist presence among police officers, fire fighters, the Border Patrol, the U.S. Coast Guard, and members of the American armed forces, it is quite clear that, as The New York Times put it, “white identity politics aren’t going anywhere.” In 2022, in the wake of yet another race-based act of terror, President Biden publicly denounced white supremacy as a “poison”—one that, he said, has tragically “been allowed to fester and grow right in front of our eyes.” Biden’s words understandably focused on the U.S. context, but countless examples demonstrate that whiteness’ toxicity is actually global in its scope and impact, “resulting in U.N. Secretary General Antonio Gutteres describing white supremacy as one of the biggest challenges facing the world.” This current political moment often leads us to ask, how can this kind of racism still be happening in the twenty-first century, both in the U.S. and around the world?

ATTRIBUTES: Anticipate Diversity 1 (new course; applying now), Peace & Justice

32859 COM 3354-001 MEDIA CRITICISM
MW 4:45-6:00 Shome
How many hours a day do you engage with and are exposed to media? How many hours a day do you think you are exposed to billboards, Ads, TV news, newspapers, movies, music videos, streaming on Netflix or amazon, social media, online shopping, or use technology such as your mobile phones, your ipad and so on? The answer is probably “many hours” cumulatively. This means that media (and technology objects and platforms) constitute a central part of your lives. They probably shape and influence the way in which you “see” the world. Therefore it is important to explore media, and media culture, and understand it better. This is what this course is about. We will take a “critical” approach to media in order to examine what social values it naturalizes, and how that impacts our sense of identity and society. Students in this class will be taught analytical tools to critique dominant media and the kinds of inequalities and marginalizations it produces. Topics will include (but are not limited to) The everydayness of media culture in our lives. • How dominant media platforms are situated in a corporate capitalist logics and hence are not “free” and “neutral” spaces. • The consumerist logic of media culture. • How “looking” is a learned behavior (media culture often teaches us how to “look” at the world). • The constructions and representations of gender in ads, movies, music videos and more. • The construction and representations of race (including how it intersects with gender) in media culture. • The constructions and representations of sexuality and disability in the media. • How non-western “others” such as Muslims are represented in media cultures. • The social power of advertising. WHY SHOULD YOU TAKE THIS CLASS? Because if you want a career in journalism, or advertising or public relations or with NGO’s it is important that you develop ethical tools to interrogate our dominant media culture today, so that you can contribute in your professional lives to building a better society through your creation of media messages.

ATTRIBUTES: Peace & Justice, Cultural Studies, Gender and Women's Studies, Writing and Rhetoric
From the migrant crisis off the Mediterranean coast, the violent conflicts in South Sudan, the DRC, and Ukraine, the protests in Brazil and Venezuela, the spread of digital authoritarianism, to the fight for racial justice in the US and the push for global health equity, all signal a world in a flux. This course addresses the complex and intersecting critical debates of our time through a transnational, transdisciplinary study of media and communication. Students will learn historical, socio-economic, cultural, and political factors that have shaped mediated discourses in various contexts around the globe. The course introduces students to a critical study of media as central in development and transformative social change, conflict and peacebuilding, for reparative and restorative justice, political communication and cultural production. Students are expected to look critically at how the local and the global intersect in communication ecosystems that enable (or not) people in different parts of the world to be informed, voice their views, fight for their rights, and construct images/identities of themselves and others. **ATTRIBUTES: 100% In Person, Peace & Justice**

**32885 COM 5300-100 TOP: IGR DIALOGUE**

M 6:15-8:15 various faculty & staff; First 7 Mondays of the semester, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27 and 3/13/23

This is a 1-credit course. Intergroup Dialogue is a strategically facilitated and sustained group process where individuals learn the skills to engage in honest and dignifying conversations as they build relationships and community. In these conversations, participants explore their identity and lived experience with the goal of increasing understanding of self, others, systemic (in)equity, (in)justice, and their own agency to enact change. Spring topics may include gender, race, sexual orientation, socioeconomic status, and ability. Indicate preferences on the application found at [www.villanova.edu/igr](http://www.villanova.edu/igr). (Also available with prereq: Advanced Race & Gender.)

**ATTRIBUTES: Peace & Justice, Diversity 1**

**34925 CRM 1001-100: INTRODUCTION TO CRIMINOLOGY**

M 6:15-8:55
This course offers an overview of the nature and extent of crime in the United States. The course is designed to provide a fundamental understanding of how crime is defined as well as the historical crime trends in the U.S. and current explanations for these patterns. We will also explore: the key correlates of criminal behavior and existing theoretical explanations for these relationships, several types of crime in-depth, and contemporary forms of crime control and their consequences. Throughout the course we will analyze how crime is related to the broader social context. **ATTRIBUTES: Social Sciences A & S Core, Core Social Science, Peace & Justice, Social Science Elective**

**32914 CRM 3001-001: JUSTICE AND SOCIETY**  
MWF 8:30-9:20 Arvanites  
**32915 CRM 3001-002: JUSTICE AND SOCIETY**  
MWF 9:35-10:25 Arvanites  
**32916 CRM 3001-003: JUSTICE AND SOCIETY**  
MW 3:20-4:35 Hannon  
This course examines the U.S. criminal justice system from a sociological perspective. Sociological theories of social control and the origin of law are used to frame important issues of criminal justice and social policy. The most current studies are reviewed on the effectiveness of rehabilitation, decriminalization, deterrence, incapacitation, and various police initiatives. The major components of the criminal justice system (police, courts, and corrections) are analyzed with attention to possible tensions between due process and crime control, bureaucratic efficiency and adversarial checks-and-balances, and the law in theory and the law in practice. Finally, this course emphasizes the importance of understanding the criminal justice system as one of many social institutions relevant for crime reduction, and furthermore, stresses the ways in which effective criminal justice policy is contingent on the vitality of other social institutions (family, school, community, and economy). **ATTRIBUTES: Social Sciences A & S Core, Core Social Science, Diversity Requirement 1, Peace & Justice**

**32921 CRM 4000-002 TOP: QUEER CRIMINOLOGY**  
TR 10:00-11:15 Osborn  
This course focuses on the many ways in which LGBTQIA+ people come into contact with the criminal legal system -- as defendants, victims, survivors, prisoners, and organizers against systemic inequality. We start by tracing the history of how queerness and gender nonconformity have often been criminalized and policed, before moving on to current topics such as systemic discrimination within the court system, debates over the merits of hate crime legislation, the continued practice of policing civilians for "walking while trans," and anti-carceral and transformative justice movements within queer and trans communities. We will read and discuss work by queer and trans scholars, activists, practitioners, and formerly incarcerated people to emphasize the breadth and variety of LGBTQIA+ people's lived experiences with the criminal legal system. Throughout the course, we will use an intersectional lens to examine how other
aspects of identity (e.g., race, SES, profession, structural vulnerability) impact LGBTQIA+
people's experiences. ATTRIBUTES: Core Social Science, Diversity Requirement 2, Gender
and Women's Studies, Peace & Justice

3296 CST 2100-001: INTRODUCTION TO CULTURAL STUDIES
TR 2:30-3:45 Hollis
What is culture? In this introductory course students explore the various definitions of culture in
the era of globalization. We'll discuss commercialization and popular culture (music, TV, films,
advertisements, etc.) and their representation in the print and electronic media across the globe
phenomena. ATTRIBUTES: Diversity Requirement 3, Peace & Justice, Writing and
Rhetoric

33151 EDU 2202-001: SOCIAL FOUNDATIONS OF EDUCATION II
TR 11:30-12:45 Baker
33152 EDU 2202-002: SOCIAL FOUNDATIONS OF EDUCATION II
TR 4:00-5:15 Baker
Social Foundations of Education traces the development of schooling in the United States from
the Colonial period to the present. Special attention is given to critical reflection upon the
historical, sociological and philosophical influences underpinning schooling in the country and
how these influences impact opportunities for education for persons in the dominant culture and
minority cultures. Issues of political economy, ideology, the use of power and issues of justice
and equality and equity will serve as frameworks for class reflection and discussion.
ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1, Service Learning

33160 EDU 3263-001: DIVERSITY AND INCLUSION
MWF 11:45-12:35 Soutter
This course seeks to answer two primary questions about education and schools: Who is excluded
and how? and How can we create more diverse, inclusive, and equitable schools and educational
spaces? Within the context of these two overarching questions, we will move back and forth
between reflection and action with the following aims as through-lines: critically analyze equity
concerns in education; understand, describe, and apply a variety of ways to take action in schools
and educational settings; reflect on your identity, and your own journey and role in social justice;
demonstrate a commitment to ongoing praxis now and in the future. Topics covered include (but
are not limited to) race, class, culture, language, gender identity, sexual orientation, disability,
critical consciousness, critical race theory, and transformative social-emotional learning.
ATTRIBUTES: Africana Studies, Core Social Science, Diversity Requirement 1, Peace &
Justice, Service Learning

33161 EDU 3264-001: INTRODUCTION TO DISABILITY STUDIES
TR 1:00-2:15 Bialka
Disability Studies refers to the examination of disability as a historical, social, political and cultural phenomenon. As such, the field of disability studies assumes a social constructivist view that is “concerned with the social processes that ‘disable’ people” (Gabel & Danforth, 2002). This course will provide students with a framework for discussing and deconstructing disability and increase their understanding of the role, purpose and function of special education. Over course of the semester, students will have an opportunity to clarify and challenge their beliefs about what it means to have a disability. In addition to presenting undergraduates with information pertaining to specific disabilities and related pedagogical practices, this course sheds light on the social implications of disability. As such, students will examine ableism and the ways in which it is rooted in negative cultural assumptions about disability (Hehir, 2002). Furthermore, students will gain exposure to different theoretical models of disability and use these constructs to examine the legacy of special education in the United States and abroad.

**ATTRIBUTES:** Core Social Science, Peace & Justice, Diversity Requirement 1, Service Learning

**33162 EDU 4242-001: TOP: RACE, JUSTICE & DIALOGUE IN EDUCATION**

MW 1:55-3:10 Skrlac Lo

If social justice matters to you, consider this new and innovative course called the Race, Justice & Dialogue Course (RJDC), which is to be required of all Villanova undergraduates in the future. This course is a pilot iteration of the RJDC that investigates the fields of education and is offered this spring as an elective. Uniquely designed, this nontraditional course draws from social justice teachings of antiracism to shape the course content, all requirements, teaching approaches, and even the grading in a new way. One third of the course covers universal content presented in all iterations of the RJDC. Students will learn about the fundamentals of race and other intersectional identities as they relate to social systems of power in their exploration of Villanova’s origin story, Augustine, and the history of slavery and Catholicism. The remaining two-thirds will be divided between engaging in dialogue and responding to the legacies of race within the academic discipline of education. Part of the legacy of racism is resistance; therefore, we will also study examples of people who have helped to dismantle racist systems and/or thrived despite them, while engaging in exercises to move us toward action. Throughout this intellectual journey, dialogue is a central feature of the course, giving students time and space to process the course content at a deeply personal level in an open and inviting way. A trained dialogue facilitator, Dr. Sherry Bowen, will guide the dialogic experience to help students process their thoughts and emotions that the course content raises, understand and come to grips with their own social identities as well as those of others, and think about how to become an antiracist. By taking this pilot, you agree to be surveyed and offer evaluations of the course as well as be recorded throughout the semester. Your feedback and critiques will help us gauge the degree to which the course design and materials cohere and effectively meet the antiracist learning outcomes of the course, identified below. **ATTRIBUTES: 100% In Person; Peace & Justice. Students should not have taken other RJDC iterations, including HIS 4997-001 (Fall**
2021 or Spring 2022) and VSB 3500-001 (Fall 2022), or concurrently take with VSB 3500-001 or PJ 3000-001 in Spring 2023.

33246 ENG 1975-009 BORDERS, MIGRATION, NATIONAL IDENTITIES
MWF 11:45-12:35 Potok
This course will explore the complexities of borders, migration and exile, and the realities of dwelling in the space between nations and identities. We will read and discuss novels, critical essays, poems, plays, and border art by writers and visual artists in the borderzones of Ireland and Northern Ireland; Israel and Palestine; the U.S. and Mexico. Among the writers are: Gloria Anzaldúa, Gerardine Meaney, Colum McCann, Hannah Khalil, Mahmoud Darwish, Eshkol Nevo, and Yehudah Amichai. The course includes frequent writing, both formal and informal. The Core Literature and Writing Seminar places special significance on teaching students to become more perceptive readers of literature, and it gives priority to the instruction of writing. Literary studies aim simultaneously to excite students’ imaginations and to invite critical thinking; imaginative works provide the ideal material for students to learn to hone their analytical writing skills. This course will emphasize the craft of writing as well as sophisticated argumentation and nuanced analysis. Through the Core Literature and Writing Seminar students will learn that reading, thinking, and writing are mutually sustaining activities that help them to discover connections between literature and everyday life, ultimately enriching their own vision and expanding their sense of possibility. ATTRIBUTES: Core Lit & Writing Sem, 100% In Person, Peace & Justice

33249 ENG 1975-012: RACE AND ETHNICITY IN AMERICAN LITERATURE
MW 3:20-4:35 Takahata

33251 ENG 1975-014: RACE AND ETHNICITY IN AMERICAN LITERATURE
MW 4:45-6:00 Takahata
This class asks: how does American literature give voice to various experiences of race and ethnicity, and conversely, how can literature shape our understanding of what race and ethnicity can mean in America? We will explore how authors undertake different choices and possibilities by examining different writing forms, with each text representing an individual experience rather than a collective view. By the end of the semester, we will investigate how authors use poetry, a novel, a play, and a memoir to present their own understandings of race and ethnicity in American literature. Consequently, while this course does not present a comprehensive survey, it asks us to critique systems of racism, colonization, and oppression while exploring how writers create community, find joy, and imagine otherwise. ATTRIBUTES: Core Lit & Writing Sem, Core Diversity 1, 100% In Person, Peace & Justice
What does it mean to belong? In what ways is it fundamental to the human experience? How might the act of belonging influence understandings of personal, familial, and national identities? In the 20th and 21st Century, Irish writers continue to explore expressions of belonging, and in contrast, separation and isolation, in narratives throughout multiple genres. Their experiences in Ireland and Northern Ireland include a wide cultural range; from the trauma of the politics and violence of the Troubles to the marginalization of women in Irish society and the arts, from Irish emigration to the influx of refugees immigrating to a traditionally homogenous Dublin, and from homophobia to the legal and religious ramifications of gender fraud and transgender identity. This English Core Literature and Writing Seminar (CLAWS) will analyze and respond to modern and contemporary Irish short stories, novels, drama, and poetry in an effort to uncover the inextricable link between the vital experience of belonging and what it means to be Irish. Moving from traditional literature to the contemporary, this course will unpack a traditionally patriarchal literary canon and culture and will examine the ways to which the canon and Irish identity is being redefined today. Texts will range from Seamus Heaney, James Joyce, and Colum McCann, to Stacey Gregg and Claire Keegan, among others, which will offer tremendous occasion for critical thinking about the intersections of identity, nationhood, class, gender, sexuality, religion, and power in Ireland and within the global context. This 3-credit course counts as an English Core Lit and Writing seminar, as well as an Irish Studies elective.

**ATTRIBUTES:** Core Lit & Writing Sem, 100% In Person, Irish Studies, Peace & Justice, Gender and Women's Studies

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The short story is not a uniquely Irish form, but something in the water of late 20th and early 21st century Irish writing has irrigated short fiction to an extraordinary extent. This creative writing class will take for its influence the rich, varied and changing field of Irish short fiction as it prompts us—perhaps even urges us—to our own writing practices. We will study provocative questions raised by contemporary Irish short fiction: what does it mean to make art amid late capitalism, economic precarity, and climate crisis? how does short fiction address a post-Catholic condition? what does it mean to be a working-class writer, a queer writer, a migrant writer, a writer of color, a disabled writer? We will explore these pressing questions as they move us to make short fiction from the concerns we hold in the 2020s. We will also study the efflorescence of genres in Irish short fiction—from fabulism to surrealism to sci-fi—and take influence from those experimental forms to write our stories. We will read widely celebrated Irish short story practitioners, as well as new and necessary voices: Cathy Sweeney (Modern Times), Lauren...
Foley (Polluted Sex), Niamh Mulvey (Hearts and Bones: Love Songs of Late Youth) and Melatu Uche Okorie (This Hostel Life). And your narrative voice is to be considered both new and necessary to the field of short fiction; prepare to be listened to and heard.

ATTRIBUTES: Creative Writing, Gender and Women's Studies, 100% In Person, Irish Studies, Peace & Justice, Writing Intensive Requirement, Writing and Rhetoric

33281 ENG 3660-001: CONTEMPORARY LITERATURE AND FILM OF INDIA
TR 1:00-2:15 Wangmo
In this course, we will read a few Anglophone texts produced by writers in India and view select Urdu and Hindi films. Through these cultural sources, we’ll attempt to reach two broad questions: how do literature and film help us understand the nation and its constituent parts, and what histories and concerns/themes produce and haunt (postcolonial) literature? We will get to the big questions by discussing the particulars: How is partition, caste politics, gender, and identity being negotiated in fiction? In what ways are postcolonial writers thinking about time, community, justice, and space? The novels we will read range from Raja Rao’s Kanthapura, a novel published in 1938, nine years before India gained its independence from British rule to Arundhati Roy’s most recent novel The Ministry of Utmost Happiness whose marginal characters from all across India resist the world they’re given to create alternative structures of resistance, kinship, and future. ATTRIBUTES: 100% In Person, Peace & Justice, Diversity 3, Writing Enriched Requirement

33282 ENG 3680-001: SMALL, RUDE GESTURES: MODERN IRISH LITERATURE AND TRANSLATION
TR 11:30-12:45 O'Donoghue
Irish-language poet Biddy Jenkinson once said that by writing exclusively in Irish and shunning English translation of her work she was making a “small rude gesture to those who think that everything can be harvested and stored without loss in an English-speaking world”. This course will examine 20th c. Irish-language literature, in the original language and in English translation. We will consider the long historical relationship between those two languages in light of the politics of translation. Our critical questions will include ethics in translation, the business of translation, and the role of the translator in a country where almost twenty years ago Irish became an official working language of the European Union and yet “Irish is spoken as a minority language throughout Ireland” (An Coimisinéir Teanga). Our readings will be bilingual: poetry, short fiction, and the novel. No facility in Irish is required, though you can expect to learn some! This class will be immersive and experiential, taught from the perspective of a literary translator; please expect to join her in the practice of translation. ATTRIBUTES: Gender and Women's Studies, 100% In Person, Irish Studies, Peace & Justice, Writing Enriched Requirement
This class introduces students to literature of the nineteenth century—a time of war, creativity, expansion, and hope—to explore what makes literature “American.” We will ask: who gets to decide who or what counts as “American,” and why is literature important to answering this question? Reading novels by rebellious women, contemplative poetry, and texts of political activism, we will trace the disagreements, declarations, and surprises that marked conceptions of America in the 1800s. This class will address several categories that we use and reference today, like race, citizenship, and history, using the framework of nineteenth-century America to examine how these ideas have developed and changed over time. Ranging across the United States and briefly into the wider Americas, this course will consequently approach “America” as an ongoing and flexible idea. Attributes: Peace & Justice, Core Diversity 1, 100% In Person, Writing Enriched Requirement

#RepresentationMatters has become a rallying cry for audiences seeking to see themselves represented on screen, in print, and across media venues that have historically been exclusionary, damaging, or both when it comes to portraying people of color, LGBTQ people, and other marginalized communities. This course dives into the debates that this call animates. What does representation really consist of? What can it accomplish? What is the relationship between greater representation in media and the claims for redress and justice that are embodied in movements like #BlackLivesMatter? What are the limits of a politics of visibility? And what comes after representation? In this course, we will read and engage with works by authors and creators of color from the last two decades that offer new pathways into considering how race and representation operate. While we will consider all kinds of texts, including film, TV, and other forms of contemporary media, this course turns to literature as an especially rich site for understanding, contesting, and negotiating the meaning of race and ethnicity in contemporary American culture. We’ll read across a range of genres, including literary fiction, poetry, sci-fi & fantasy, and YA fiction, and focus on works by BIPOC authors. We will analyze the formal strategies that different texts employ to raise questions of race, identity, community, and visibility, and we will consider each text in relation to a broader landscape of American literature, culture, politics, and power. Attributes: Peace & Justice, Africana Studies, Diversity Requirement 1, 100% In Person, Writing Enriched Requirement

We’ll read across a range of genres, including literary fiction, poetry, sci-fi & fantasy, and YA fiction, and focus on works by BIPOC authors. We will analyze the formal strategies that different texts employ to raise questions of race, identity, community, and visibility, and we will consider each text in relation to a broader landscape of American literature, culture, politics, and power. Attributes: Peace & Justice, Africana Studies, Diversity Requirement 1, 100% In Person, Writing Enriched Requirement

We’ll read across a range of genres, including literary fiction, poetry, sci-fi & fantasy, and YA fiction, and focus on works by BIPOC authors. We will analyze the formal strategies that different texts employ to raise questions of race, identity, community, and visibility, and we will consider each text in relation to a broader landscape of American literature, culture, politics, and power. Attributes: Peace & Justice, Africana Studies, Diversity Requirement 1, 100% In Person, Writing Enriched Requirement

We’ll read across a range of genres, including literary fiction, poetry, sci-fi & fantasy, and YA fiction, and focus on works by BIPOC authors. We will analyze the formal strategies that different texts employ to raise questions of race, identity, community, and visibility, and we will consider each text in relation to a broader landscape of American literature, culture, politics, and power. Attributes: Peace & Justice, Africana Studies, Diversity Requirement 1, 100% In Person, Writing Enriched Requirement
War has been a permanent, and some would argue defining, feature of human history. The Russian assault on Ukraine, the U.S. invasions of Iraq and Afghanistan, the cold war with North Korea: these events rightly incite protracted debates about war and the sacrifices—physical, financial, social, psychological, and moral—that it demands. Can war be morally sanctioned? How do we distinguish between killing and murder? Can war be an instrument for peace and its tragic toll justified? This course will examine these questions and others through historical and contemporary perspectives within religious and philosophical ethics. We will consider whether moral limits can be placed on war, in its means, ends, and aftermath, and what these might be. In approaching these topics, we will give special emphasis to the tensions between theory and practice, particularly as manifested in the relationships between states and citizens, nations and international law, and combatants and civilians. **ATTRIBUTES: Humanities, 100% In Person, Peace & Justice**

34930 ETH 3210-001: ETHICS OF DISABILITY
MW 1:55-3:10 Goodnight

“I am a man with Down syndrome and my life is worth living.” Frank Stevens proclaimed these words during his 2017 speech to a congressional committee on Capitol Hill. This course explores what it means to live a “life worth living”. The lives of people living with disabilities challenge many of our typical notions of what it means to live a good life. They challenge the ethical standards of independence, autonomy, and individualism that permeate modern ethical discourse. They challenge the assumption that living well is an individual accomplishment based on one’s intellectual and physical abilities. People with disabilities reveal ways of living differently and flourishing beautifully. Drawing upon the pedagogical tools of narrative and film, we will listen to the stories of people with disabilities and their friends. We will let their stories show us different examples of flourishing lives. We will examine the ethical concepts of justice, well-being, and friendship. We will learn from communities like L’Arche, founded by Jean Vanier, that offer a place for people of all abilities to live and thrive together. We will partner with Villanova’s organization LEVEL, to work with and learn from students with disabilities in our own community. Finally, we will examine important and timely questions in bioethics that raise fundamental questions about the value of human lives as technological advances make it possible to edit out certain disabilities. Through each of these avenues, we will consider what it means to protect and promote the dignity of all human beings in order for us to more fully live “lives worth living.” **ATTRIBUTES: Peace & Justice, Philosophy**

34933 ETH 3650-001: ETHICS IN ANTHROPOCENE
TR 11:30-12:45 Doorley

There was a time when *homo sapiens* were one species among many, a small force trying to survive in a world only partially hospitable to their many desires. However, the vast expansion of the human population, combined with extensive human-wrought environmental degradation, species extinction, and climate change, has rendered the human—the *anthropos*—a dominant
influence on the makeup of our planetary systems today. Geologists have therefore proposed that we are entering into a new age: the Anthropocene. In other words, humans have become a global, geologic force, shaping the world in unprecedented and, at times, unknown ways. In this class, we will focus on the overarching ethical question that arises from this transition: what does such a shift entail for the ethical life, for individuals and for collectives? More particularly, the class will focus on the following questions: 1. What is the Anthropocene and how should we understand it? 2. What aspects of human and non-human life are impacted by the Anthropocene? 3. Is the idea of the Anthropocene accurate or does it promote a false, universal vision of ‘the human’ that ignores uneven contributions to climate change? 4. How might the Anthropocene affect our self-understanding as humans? 5. How might it affect our capacity to act morally? 6. How does the Anthropocene demand new ways of thinking about justice and responsibility? And 7. How might we learn to act in ways that would allow us, as humans, to live well in this new age? Attributes: Core Theology, Peace & Justice, Ethics, Science, Technology, Environment Elective

33343 FFS 2993-001: SERVICE LEARNING INTERNSHIP: MADAGASCAR
TR 1:00-2:15 Achille
This course is part of an interdisciplinary collaborative project between Catholic Relief Services and Villanova University that aims at offering support to CRS-Madagascar’s humanitarian actions in the island. In this course, we will translate documents provided by CRS-Madagascar and the College of Engineering. Translations will be done both from French to English and from English to French depending on the targeted audience. They will mainly include reports and PowerPoint presentations of completed and ongoing projects implemented by CRS in Madagascar and destined for CRS’ offices throughout the world, headquarters and donors. We will also provide translations services for the College of Engineering that will focus on water supply systems, including workshop presentations requiring both written and oral translations (videos used for distance-learning instruction). The other half of the course will be dedicated to conducting research on specific socio-cultural and economic issues identified by CRS as being key to the successful implementation of their operations. After a general introduction on Madagascar’s history, culture and society, we will study some of the country’s salient cultural practices and socio-economic realities in relation to CRS’ Fararano project. The goal will be to demonstrate a solid understanding of the issues and connect the academic production studied to the specificities of CRS’ programs. Attributes: Diversity Requirement 3, Peace & Justice

33477 GWS 2050-001: INTRODUCTION TO GENDER AND WOMEN’S STUDIES
TR 1:00-2:15 Perry
33478 GWS 2050-002: INTRODUCTION TO GENDER AND WOMEN’S STUDIES
TR 10:00-11:15 Bonds
Gender and Women’s Studies is a vibrant, interdisciplinary field of study. This course offers a global introduction to the field, focusing on the diverse ways that gender norms and behaviors shape men’s and women’s lives. We explore a range of topics including theories of gender, patriarchy and masculinity; history of men’s and women’s activism; social constructions of gender, race, and sexuality; gender, labor and globalization; sexual violence; beauty, the body, and popular culture. Throughout the course we will analyze readings, watch films, talk together, and engage in exercises to explore the past, present and potential future of understandings about gender and sexuality. **ATTRIBUTES: Core Social Science, Diversity Requirement 2, Peace & Justice**

33392 GEV 3001-001: INTRO TO SUSTAINABILITY STUDIES  
MW 3:20-4:35 Heck

33393 GEV 3001-002: INTRO TO SUSTAINABILITY STUDIES  
MW 4:45-6:00 Heck

Humans are at a critical juncture in their relationship with the environment. Many of the global changes occurring in the atmosphere, climate, and oceans can be attributed to human activity. A sustainable society is one that meets the needs of the present without jeopardizing the needs of future generations. But grave inequities exist such that while the standard of living has increased for many people across the globe, even more people are struggling to meet their basic needs. Is it possible to protect the environment and promote human-wellbeing in a just and sustainable manner? In this interdisciplinary course we will explore the concept of sustainability. We’ll evaluate its historical roots and its evolution into a modern idea that applies to our current understanding of the environment. We’ll do this by separating our weekly discussions into specific topics to which the idea of sustainability can be applied; topics such as ecosystems, water resources, land use, climate, populations, politics and law, and community. To support these discussions, we’ll draw from varied sources including book excerpts, research articles, essays, and visual media. This is an in-person, participatory class; the nature and depth of our discussions will require your regular class engagement. **ATTRIBUTES: 100% In Person, Peace & Justice**

33394 GEV 3004-001 GEOGRAPHIES ENVIRONMENTAL JUSTICE  
TR 11:30-12:45 Henderson

Environmental justice focuses on patterns of environmental inequality that affect people’s health and quality of life, and this course will consider the relationship between environmental harms and benefits and different groups in society. Geography, with its disciplinary focus on spatial analysis, human-environment interactions, place-specific analysis, and the importance of scale, offers a useful perspective on the subject. We will use real-world environmental justice case studies as an entry point to discuss, investigate, and understand fundamental aspects of environmental justice. We will also use GIS exercises to explore in a hands-on way the spatial relationships between environmental “bads”
and “goods” and different societal groups. Over the course of the semester, we will identify and discuss many interesting ethical issues, such as: what is the role of scientists in environmental justice cases? Do some groups of people have to make a “jobs vs. health” choice while others do not? How has the environmental justice movement broadened the meaning of “environmentalism”? (And many others!) **ATTRIBUTES: Diversity Requirement 1, GEV Soc Sc & Humanities, 100% In Person, Peace & Justice, Sustainability-Humanities Stem. Must be enrolled in one of the following Majors: Environmental Science, Environmental Studies, Geography**

**33395 GEV 3522-001: GEOGRAPHY OF THE MIDDLE EAST**  
**TR 8:30-9:45 Galgano**  
This is a regional geography course and in it we will examine the Middle East from a spatial perspective. We will use the lens of the geographer to explain its natural and human landscapes as well as its major contemporary challenges. We will examine the region's human identity and link that identity to its geopolitical importance; physical landscape; natural resources; governance and political structures; cultural and religious diversity; economies and economic inequalities; and conflicts. **ATTRIBUTES: Core Social Science, Diversity Requirement 3, 100% In Person, Peace & Justice,**

**33464 GIS 2000-001: INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES**  
**MW 8:00-9:15 Badenoch**  
**33465 GIS 2000-002: INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES**  
**TR 8:30-09:45 Keita**  
**33467 GIS 2000-004: INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES**  
**TR 4:00-5:15 Hollis**  
This seminar will enhance the students’ ability to view and analyze global issues from interdisciplinary perspectives. How do we identify, define, describe and negotiate difference within the global community? We will explore this question with global issues including knowledge and systems of interpretation, migration and cultural diversity, race and racism, changing global economies and economic inequality, population growth, sustainability and the environment, global feminisms, and conflict and international security. This is a discussion, reading and writing intensive course. You will hone your presentation and research skills by developing a research project related to the course topics. **ATTRIBUTES: Core Social Science, Diversity Requirement 1, Diversity Requirement 3, Peace & Justice, Writing Enriched Requirement, Writing Intensive Requirement**

**33468 GIS 4100-001 ENVIRONMENTAL HUMANITIES**  
**MW 4:45-6:00 Badenoch**  
This course is an introduction to Environmental Humanities, taking Asia as a geographic frame of investigation. Environmental Humanities is a multidisciplinary field that tries to understand
global change from a humanistic perspective. Because it developed in the humanities, the analytical angles offered by Environmental Humanities shine light on how ecological change can be understood and addressed through insights from philosophy, religion, anthropology, history, literature, communication, linguistics and others. As such, it is an important balance to the increasingly strong and important field of global change science, which focuses on natural science, technology and big data. The global environmental solutions of the future will need to draw on the creativity, communication and co-existences of our rich human heritages.

ATTRIBUTES: Peace & Justice, Asian Studies, Cultural Studies, Diversity Requirement 3, 100% In Person

33484 HIS 1060-001: TOP: ISLAM & THE WEST
MWF 11:45-12:35 Abugideiri
This course explores the historical cross-cultural influences and conflicts between “the Islamic world” (primarily in the area that is today the Middle East) and “the West,” with particular emphasis on the modern period (post 1800). We will do this by examining various aspects – like science, literature, architecture, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influence has historically moved over time between these geographic entities and why. ATTRIBUTES: Arab and Islamic Studies, Core History, Peace & Justice

33486 HIS 1065-002: GLOBAL ENVIRONMENT HISTORY
MW 1:55-3:10 Rosier
This course explores the history of the global environment and the history of environmental social movements, with an emphasis on the 1800s to the present. We will examine the roles of men and women in the global “ecodrama” as well as nature and its constituent elements via readings and documents on ecology, public policy, history and cultural studies to gain an understanding of how imperialism and capitalism engendered “changes in the land” and how these changes gave rise to new cultural conceptions of nature and environmental citizenship around the globe. We will also consider, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will document the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice” and, more recently, “climate justice.” In addition, we will consider the place of ‘nature’ in a global culture of consumption. ATTRIBUTES: Core History, Sustainability-Humanities Stem, Peace & Justice

33488 HIS 1075-001: GLOBAL WOMEN & DAILY LIFE
MW 4:45-6:00 Talley
33489 HIS 1075-100: GLOBAL WOMEN & DAILY LIFE
MW 6:15-7:30 Talley
This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine lived experiences of race, ethnicity, class, region and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

ATTRIBUTES: Core History, Peace & Justice, Gender and Women’s Studies

33492 HIS 1155-001: BLACK FREEDOM STRUGGLE
MWF 10:40-11:30 Horne
Beginning with their mobilization against slavery, Black thinkers, organizers, and politicians envisioned American futures that were radically different from those imposed by the white majority. Black intellectuals espoused an egalitarian program of universal suffrage and public education, labor unions and cooperative workspaces, integration and equal rights in the 1860s that many white Americans only reluctantly stumbled towards over the next century. This course examines the Black freedom struggle in the U.S. from abolitionist and anti-slavery organizing of the 19th century through the civil rights movements of the 20th century. Our readings will explore the ideas of Black intellectuals and activists and their relationship to white supremacist ideology, movements, and institutions. ATTRIBUTES: Core History, Peace & Justice

33493 HIS 1155-002: TOP: US BLACK FREEDOM MOVEMENT
TR 8:30-9:45 Napson-Williams
Black struggles for civil and human rights in the United States have historically been connected to global campaigns against slavery, colonialism, and racial apartheid. Using gender and sexuality as essential categories of analysis, this course will explore how a wide range of black Americans have articulated global visions of freedom from the earliest days of slavery in North America through the tenure of America’s first black president. Students will examine how international events have informed, shaped, and impacted black freedom struggles on the American home front. Students will also pay special attention to the strategies and tactics devised and employed by black activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated peoples around the world. Topics will include but are not limited to African Americans and the
global abolitionist movement; the transnational anti-lynching campaign of Ida B. Wells; African-American intellectuals and the rise of pan-Africanism; World War II and the Double Victory campaigns; Cold War civil rights struggles; and the international dimensions of black power and black feminism. 

**ATTRIBUTES:** Core History, Peace & Justice.

**33498 HIS 1165-003 TOP: GLOBAL SLAVERY BEFORE 1500**  
**TR 11:30-12:45 Winer**  
In this course we will study systems of slavery that existed between around 400-1500CE in Europe, the Islamic World, Africa, and Asia. We will explore resistance and obtaining freedom; human trafficking with regard to territorial and imperial policies; stereotypes about the enslaved; legal and cultural regulations of captivity; slavery, sexuality and sexual violence; and the experiences of enslaved women as mothers. We will analyze legal justifications for slavery (war, crusade, religious tensions, and “just sales”) and the politics and economics of how and why slavers/traffickers and purchasers benefitted from the reduction of human beings to chattel. A comparative global approach allows us to assess which, if any, aspects of slavery were inherent to slavery as an institution throughout time and which features of different systems of slavery were particularly oppressive and why. For example, during the Middle Ages, Africans were not enslaved more often than other groups. For hundreds of years who was enslaved depended more on a person's religion and the lack of political centralization in the region in which they were born, than their skin color. This is important background to the history of slavery in the Antebellum North American South because that institution embodied many of the most brutal, soul-destroying aspects of slavery. Over time slavery became tied with racism; a process that we will trace at the end of the course. Studying global slavery before 1500 CE is an important introduction to the legacy of slavery in the USA as well as to global sex-trafficking and human-trafficking now. 

**ATTRIBUTES:** Core History, 100% In Person, Peace & Justice

**33501 HIS 1165-DL1: TOP: GLOBAL MARKETS, EQUALITY, AND INEQUALITY**  
**TBD Little**  
This course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes and consequences of colonization from 1500 to the present. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression. 

**ATTRIBUTES:** College of Professional Studies, Core History, Peace & Justice

**33507 HIS 2286-001: IRISH AMERICAN SAGA**  
**MWF 12:50-1:40 Ryan**  
Irish Americans were once seen as a threat to mainstream society, today they represent an integral part of the American story. More than 40 million Americans claim Irish descent, and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth
century, through the famine and diaspora with its mass migration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience. ATTRIBUTES: Irish Studies, Peace & Justice, Diversity 1

33539 HUM 2002-001: HUMAN PERSON
MW 1:55-3:10 Tomko
Is our understanding of the human person sufficient to rise to the challenge of life in the twenty-first century? Covering authors from Tolstoy to Tolkien, this Humanities Gateway seminar examines fundamental aspects of the human experience, from birth through death, and considers how to pursue the good amid the dramatic unfolding of human life. Contact Chair of Humanities for Registration. ATTRIBUTES: Peace & Justice

33541 HUM 2004-001: PSC: SOCIETY
TR 1:00-2:15 Clausen
We live in a time when political, economic, and family life dominate our horizon of concerns. And yet we also live in a time when we seem cynical about the possibility of finding meaning in them. How is our dependent, rational nature developed in society through marriage, family, work, markets, and government? How can we engage these activities today in a way that is genuinely good for us? ATTRIBUTES: Peace & Justice, Political Science

33543 HUM 2900-002: RACE AND DEMOCRATIC DIGNITY
TR 8:30-9:45 Brown
This course will seek to understand contemporary concerns about race in America against the backdrop of and in reference to notions of the kind of dignity that our understanding of American democracy seems to promise to uphold and respect. Through constructive dialogue between political philosophers seeking to understand the animating aspirations of democracy and African American authors concerned with the 12 manifestations of these issues in American democratic culture, we will try to clarify and deepen our understanding of the puzzling and challenging interplay of race, democracy and dignity. ATTRIBUTES: Africana Studies, Peace & Justice, Diversity Requirement 1

33549 HUM 4200-001: FORGIVENESS: PERSONAL AND POLITICAL
TR 2:30-3:45 Couenhoven
When someone wrongs you, when is it good to forgive--and what does that require? Must we give up anger in order to forgive, or might we punish even while forgiving? An introduction to Christian, Jewish, Muslim, political, psychological, and philosophical views of forgiveness. ATTRIBUTES: Core Theology, Peace & Justice, Diversity Requirement 3

33596 MAT 1280-001: MATH OF FAIRNESS
MWF 12:50-1:40 Pollack-Johnson
Examining fairness in our personal lives and in society: Voting systems and power indices, strategic political positioning spatial models, fair division, congressional district apportionment, game theory, the GINI index of economic inequality, gerrymandering. **ATTRIBUTES:** Mathematics A & S Core, Peace & Justice

33869 NUR 3122-001: IMPERATIVES FOR GLOBAL AND PUBLIC HEALTH  
TR 1:00-2:15 Curley  
33870 NUR 3122-002: IMPERATIVES FOR GLOBAL AND PUBLIC HEALTH  
TR 10:00-11:15 Martin  
33871 NUR 3122-003: IMPERATIVES FOR GLOBAL AND PUBLIC HEALTH  
TR 4:00-5:15 Petit de Mange  
33872 NUR 3122-H01: IMPERATIVES FOR GLOBAL AND PUBLIC HEALTH  
TR 1:00-2:15 Curley  
This course provides a foundation for students to examine factors that influence the health of communities and populations locally, nationally, and globally. Students use basic public health principles and sciences to identify factors that influence, promote, and maintain health of populations. The course emphasizes the use of epidemiological data, and knowledge related to environmental health, social determinants of health, genetics/genomics, ethics, the influence of culture, and health behaviors in identifying the nurse’s role in population health. Health systems will be explored in examining the impact on community and population health. There is an emphasis on health vulnerabilities as they relate to communities and populations. Planning, implementing, and evaluating the health needs of populations are examined within the context of evidence-based practice, teamwork, interdisciplinary collaboration, and informatics principles. Learner-focused teaching strategies provide the foundation for students to build their knowledge, skills, and values. **Restricted to Nursing Students in BSN Transfer Curriculum** **ATTRIBUTES:** Peace & Justice

34621 NUR 4200: CROSS CULTURAL COMMUNICATION IN HEALTH CARE  
T 11:30-1:20 Bradley/Bowen  
This dialogue-based, seminar-style course will reflect current issues and trends of social justice in the nursing profession and healthcare system. Students will have the opportunity for focused study of societal and health inequities and concepts such as power, privilege, discrimination, oppression, and cross-cultural communication through the use of Intergroup Relations (IGR) Dialogue. The skills learned in the course will enable students to engage in dialogue around issues that matter to patients, providers, our community, and health care systems. **Must be enrolled in the College of Nursing.** **ATTRIBUTES:** Peace & Justice

33892 NUR 7088-DL1: HUMAN TRAFFICKING  
M 5:20-7:20 Copel
This interdisciplinary course between the College of Nursing, School of Law, and College of Arts and Sciences Department of Communication addresses the issue of human trafficking -- modern-day slavery -- from various academic perspectives. The course addresses the growing need in the health care community for information about identifying and responding to health issues for victims, understanding the laws related to human trafficking, and responding to the diverse needs of victims. **ATTRIBUTES: Peace & Justice, Distance Learning.**

**33974 PHI 2115-001: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 10:00-11:15 Bujno

**33975 PHI 2115-002: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 10:00-11:15 Koch

**33976 PHI 2115-003: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 1:00-2:15 Napier

**33977 PHI 2115-004: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 11:30-12:45 Koch

**33978 PHI 2115-005: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 11:30-12:45 Vaughan-Brakman

**33979 PHI 2115-006: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 1:00-2:15 Nasab Emran

**33980 PHI 2115-007: ETHICS FOR HEALTH CARE PROFESSIONS**
TR 2:30-3:45 Nasab Emran

This course will expose us to contemporary philosophical and ethical problems arising in medicine and health care. Though some attention will be paid to “traditional” ethical problems such as abortion, euthanasia, and assisted suicide; the primary focus of the course throughout will be on ethical problems encountered in the clinical or research setting such as those arising in the context of organ donation, surrogate decision-making, research on human subjects, reproductive technologies, end-of-life issues, futility, managing moral distress, conscience protections for health care workers, cooperation in evil and others. In addition to understanding each issue fundamentally, a unified “picture” of the ethical delivery of health care will emerge. The overarching question that animates each issue is what does loving this patient/research subject look like? This class aims to make clinicians better at loving patients/subjects. **ATTRIBUTES: Ethics, Health Care Elect, Peace & Justice**

**33981 PHI 2121-001: ENVIRONMENTAL ETHICS**
MWF 10:40-11:30 Murdoch

**33982 PHI 2121-002: ENVIRONMENTAL ETHICS**
MWF 11:45-12:35 Murdoch

This course will explore ethical questions which concern the physical and biological environment, including analysis of competing priorities among environmental, economic and political values. We will examine the theoretical underpinnings of our ethical choices as well as
specific issues and dilemmas related to the environment, its preservation, provision, and threats to its continued sustainability. **ATTRIBUTES: Eth, Sci, Tech, Envmnt Elect, Peace & Justice**

**33987 PHI 2400-001: SOCIAL AND POLITICAL PHILOSOPHY**  
**MW 4:45-6:00 Spiro**  
In this course we will survey the core concepts of important thinkers in the history of social and political thought. In the first half of the course, we will do so comparatively by exploring distinct intellectual traditions from ancient China, Egypt, Turkey, and Greece as well as medieval Islamic and Christian political philosophy. The second half of the course will focus on the core concepts of the social contract tradition, Marxism, feminism, and post-colonial thought. The central assumption of this course is that despite enormous technological and social changes, specific political problems endure. All serious works in political philosophy must address these problems even if the specific articulation of the problems and answers are context-sensitive or adjusted to local cultures and practices. These problems are connected to population and demography, institutions, territory, division of labor, property, religion, the household, gender norms and relations, leadership, and the often conflicting goals – such as security, freedom, power, happiness, order, equality, recognition, and growth – of political life. This assumption means that we will read and discuss historical texts not just to understand and critique our origins but also as a guide to reflection on recurrent political challenges. We will also consider the role of philosophy in politics and seek to understand the philosophical claims and arguments that can legitimize and delegitimize political orders. **ATTRIBUTES: Peace & Justice**

**33989 PHI 2450: CATHOLIC SOCIAL THOUGHT**  
**MWF 9:35-10:25 Scholz**  
This course is designed to investigate and evaluate one hundred years of “Catholic Social Thought.” The primary focus will be placed on the content and structure of papal encyclicals especially Rerum Novarum (1891) and will conclude with Fratelli Tutti (2020). In addition we will look at some of the pastoral letters of the American Bishops. As we read this rich body of work, we will focus our attention on the themes of dignity of the human person, human rights, solidarity, and subsidiarity. The encyclicals address challenges to modern life and topics pertinent to living in society such as workers’ rights, environmental stewardship, poverty and economic development, racism, migration, and gender roles in the family. Our aim is to create a cooperative community in which we explore pressing contemporary issues illuminated by the social teachings of the Church. **ATTRIBUTES: Cultural Studies, Ethics Concentration: Public Policy and Ethics Elective (ETEP), Peace & Justice, Core Theology**

**34110 PSC 3140-001: RACE, ETHNICITY AND POLITICS IN US**  
**TR 2:30-3:45 Burge**  
This course focuses on the continued salience of race and ethnicity in U.S. politics and its influence on the political attitudes and behaviors of Americans. To this end, students will first learn what race is, where it originates from, along with how and why it influences the public opinion and political participation of various racial groups, including African-Americans,
Latinos, Asian-Americans, Arab Americans, American Indians, and White Americans. Along the way, students will develop a deeper understanding of how racial and ethnic identities overlap with additional group identities like gender, class, and religion—and how these overlapping identities lead to changes in public opinion and political decision-making. Students will also investigate interminority group relations and the role of prejudice in politics. The class will conclude with detailed discussions surrounding voting rights, affirmative action, criminal justice, and immigration. **ATTRIBUTES:** Core Social Science, Diversity Requirement 1, Honors Seminar, African Studies, Peace & Justice

**34111 PSC 3165-001 POLITICAL ECONOMY OF BLACK AMERICA**  
**MWF 10:40-11:30 Pryor**  
In *Black Political Economy*, the course examines the complex interplay between race and economics. The course covers the principles, terminology, and methods of standard economics and Black political economy. There is an examination of the complicated journey of Black workers from the transatlantic slave trade to the demise of the industrial order in the twenty-first century. Considering this dynamic and fundamental history, there is a particular focus in the course on the current economic circumstance and outlook for African Americans in major American cities in the context of the global economy and recent pandemic. **ATTRIBUTES:** Africana Studies, Peace & Justice

**34115 PSC 3340-001 IRISH CONFLICT AND PEACE**  
**TR 1:00-2:15 Murtagh**  
This course will explore the dynamics of conflict and peace and the challenges societies face in transitioning onwards towards democracy, through the critical case of Ireland. In so doing, it will chart the immense social, political, cultural and economic change that Ireland has undergone in this transition, not least in the sphere of gender. It will critically assess the current and future challenges facing the island, including the planned withdrawal of the United Kingdom from the European Union and its implications for the border between Northern Ireland and the Irish Republic. The course will also consider Ireland’s external relations, including with the UK, the EU and the United States, and place Ireland in comparative perspective with other countries. **ATTRIBUTES:** Gender and Women’s Studies, Irish Studies, Peace & Justice

**33929 PA 2100-001: CITY AND SUBURB**  
**MW 1:55-3:10 Kuczynski**  
America’s cities and suburbs are at a crossroads. After decades of suburban flight, cities are now faced with countless challenges and obstacles as they struggle to redefine themselves. In this course, we will investigate the politics and problems of metropolitan America using varied lenses – political, sociological, economic, cultural, and personal. Central themes of the course focus on: 1) the notion of place and why it matters to the future of America’s cities; 2) the importance of power – who has it, who doesn’t, and the ramifications of that for city and suburban life and policy; and 3) the role of institutions in shaping policy debates and outcomes. Additionally, we
will spend significant time engaging pressing public policy issues, such as the environment, education, public safety, and economic development. **ATTRIBUTES: Core Social Science, Peace & Justice, Political Science**

**34660 PA 3000-DL1 OVERVIEW OF THE NON-PROFIT SECTOR: ACTIVITIES AND IMPACT**  
**R 6:00-7:30 Coates**  
This course will provide undergraduate students with an overview of the nonprofit sector in the United States. The course will offer an exploration and analysis of key features of the nonprofit sector, including the role of social entrepreneurship, ethical competence, lobbying and advocacy, financial management, fundraising, strategic planning, performance measurement, marketing and communications, and volunteer management. Furthermore, it will examine the importance of nonprofit leadership and how nonprofit organizations foster social change and community engagement. Finally, the course will provide students with a look at current nonprofit trends as well as career opportunities in the sector. In this course, students will write targeted assignments, relevant to work in the nonprofit sector, including involvement in a team-based organizational analysis of a nonprofit organization. **ATTRIBUTES: College of Professional Studies, Core Social Science, Distance Learning, Fast Forward Course, Peace & Justice**

**33934 PA 6000-001: VOCATION OF PUBLIC SERVICE**  
**TR 10:00-11:15 Proctor**  
The course takes students through an exploration of the concept of public service as a “vocation,” envisioning public service as a means of self-expression through which citizen-servants discover meaning and purpose in their lives by promoting the common good as well as forging and developing the bonds of community among a body of diverse people. This concept is contextualized in the “real-life” choices made by and the experiences of public servants. **ATTRIBUTES: Peace & Justice**

**34245 SOC 3500-001: SOCIOLOGY OF GENDER**  
**TR 10:00-11:15 Hodges**  
This course explores the sociology of gender. Sociologists view gender as a socially constructed phenomenon; gender differences are not innate or “natural,” but are responses to structures and cultural norms in society. We will discuss how constructions of gender lead to inequality and explore the ways in which gender intersects with race/ethnicity, social class, sexuality, and citizenship. Starting with an overview of different theoretical approaches, we will turn to the empirical world to examine how gender shapes personal interaction and intersects with other forms of inequality, including race, class and sexuality, within social institutions and power structures, with a focus on intimate relationships and intimate violence. After taking this course, you should be able to: (1) recognize the social construction of gender; (2) identify key mechanisms that shape and reproduce gender; (3) understand how gender is experienced and
embedded within social structures/institutions. You should leave the course with new tools for critically examining the world around you and a greater understanding of how gender shapes our social world.  

ATTRIBUTES: Core Social Science, Diversity Requirement 2, Gender and Women's Studies, Peace & Justice

34247 SOC 4000-001: SOCIOLOGY OF IMMIGRATION  
MW 3:20-4:35 Sun  
Issues regarding migration are central to today’s debates and discussions about inequalities, stratification, and diversity. The movement of people across borders is certainly nothing new, but international migration has arguably become more prominent and significant in the contemporary era of globalization. In the social sciences, the topic of international migration is increasingly recognized as an important subfield of study. This course will provide students with an overview of the major concepts and perspectives that mark the study of international migration within sociology and other social sciences, ranging from theories of immigrant incorporation to ongoing debates about citizenship. To do so, we will explore systems of inequality in the United States through the lens of international migration. This course will examine the ways in which race/ethnicity, class, gender, age, and citizenship status shape the experience of migrants and non-migrants in the process of dislocation and resettlement. Students will learn how having a “sociological imagination” helps us to understand links between material inequality, cultural representations, and human agency. Most of the readings in this course address migration and immigration to and from the US, but we will also address other regions of the globe as we learn about transnational migration and ties. This course is organized around various central debates within the field of migration studies (e.g. assimilation/incorporation; legal status; race and ethnicity; gender and sexuality; transnationalism; aging and life course). For every topic, we will start with the classic works foundational to each subfield and then turn to contemporary iterations. We will also collaboratively envision the social changes and reforms necessary to eradicate various types of social inequalities. This will help us develop genuine respect for and sophisticated understanding of why diversity is important for American society.  

ATTRIBUTES: Asian Studies, Core Social Science, Cultural Studies, Diversity Requirement 1, Gender and Women's Studies, 100% In Person, Latin American Studies, Peace & Justice

34248 SOC 4000-002: SOCIAL PSYCHOLOGY AND INEQUALITY  
MW 1:55-3:10 Sun  
How people consider social inequalities shapes their response to diversity, social justice, and related policies. Most of us have some expectations of what we should do, who we might become, and how we should evolve over time. These expectations are, however, unequal and stratified by various forms of inequalities including but not limited to race/racism, gender, sexuality, social class, and citizenship status. At the same time, our world does not stand still but evolves over time. Many factors have profoundly changed the ways we perceive and respond to
social issues. These factors include, but are not limited to, policies, the rise of feminism, social movement, immigration, marketization, globalization, demographic changes, and economic restructuring. This class provides a sociological analysis of how the interaction between structural positions, cultural backgrounds, and human agency shape our perception of, and emotional response to, the issues regarding social (in)justice. By throwing light on important issues that we encounter across the lifespan, we will situate the complexities of contemporary social life in a specific historical, institutional, and cultural context. Doing also enables us to gain a better understanding of various social forces that shape the ways we experience and respond to risks, uncertainties, and precarity. We will also collaboratively envision the social changes and reforms necessary to eradicate various types of inequalities with which many of us struggle.

ATTRIBUTES: Core Social Science, Diversity Requirement 1, 100% In-Person. 5 seats reserved for Department of Sociology.

34252 SOC 4200-001: SPORTS AND SOCIETY
TR 8:30-9:45 Eckstein
Sport, like other social institutions -- such as the family, religion, and education—shapes and directs our thoughts and behaviors. It is more than just playing games. A sociological examination of sports tries to unravel the positive and negative values that sports reflect, and how these values contribute to or inhibit social justice in our world. This class will take a “critical” view of sports. This does not mean that everything about sports is bad. Rather, being critical means refusing to romanticize sports (and athletes) and instead be willing to pierce through the sometimes haughty rhetoric in order to uncover a less glorified reality.

ATTRIBUTES: Core Social Science, Diversity Requirement 2, Gender and Women's Studies, Peace & Justice

34310 SPA 2993-100: COMMUNITY INTERPRETER INTERNSHIP
W 5:20-7:20 Spinelli
The course is designed for undergraduate students with advanced proficiency in Spanish who seek to apply and improve their linguistic and cultural competencies in a real-world setting. This course in community interpretation prepares the interns to be verbal interpreters and/or translators of (oral and written) documents, from English to Spanish or vice versa, by introducing them to the basic theory and strategies for written translation and oral interpretation. This includes an introduction to two-way interpretation, consecutive interpretation, general and legal translation, and specific linguistic areas relevant to the needs of the Law School Clinic clients. Through hands-on practice and exercises, the interns develop the fundamental analytical, cognitive, and linguistic skills that are essential for written translation, and two interpretation modes (consecutive and sight translation). This community-based learning course allows the student intern to use his/her Spanish abilities while helping law students to serve the Latino community in Southeastern Pennsylvania. As part of the course, students will enhance their consciousness about the unfair conditions many immigrants need to face while
they struggle to start a new life in the US and to provide for their families and themselves. Students will have the opportunity to be in contact with the immigrant Latino community and, as a consequence of that interaction, they will develop a greater understanding about their situation, along with more compassion and tolerance. **ATTRIBUTES: 100% In Person, Latin American Studies, Peace & Justice**

34313 SPA 3412-003: **TOP: SUSTAINABILITY IN CONTEMPORARY LATIN AMERICA**  
**TR 1:00-2:15 Codebo**  
This course fulfills the requirement for undergraduate students wishing to have a major or minor in Spanish, and also for students who wish to take an advanced literature course. The purpose of this course is to analyze a diverse array of visual and literary sources that explore issues related to sustainability in contemporary Latin America. By looking at novels, essays, short stories, videos, documentaries, and art projects this class offers students an introduction to contemporary ecocritical debates and cultural trends in the region. We will examine the following themes: trash, informal recycling, land exploitation, extraction of resources, indigenous perspectives on land, feminist views of the territory. While analyzing the readings we will discuss how issues of power and marginalization are played out in the management of trash, poverty, informality, the distribution of land, climate change, migrations, and the extraction of resources in Latin America. **ATTRIBUTES: 100% In Person, Latin American Studies, Peace & Justice, Diversity Requirement 3, Sustainability-Humanities Stem**

34315 SPA 3412-005: **TOP: ARTIVISM IN THE AMERICAS**  
**MW 3:20-4:35 Rivera Hernandez**  
The course will explore the work of performers, community artists, guerrilla artists, musicians, social movements, and cultural agents through the lens of the intersection between arts and activism (artivism) in the Americas. The course is built around a selection of iconic case studies addressing social justice issues creatively and artistically, such as human rights, immigration, feminicides, and the struggle for indigenous autonomy. Students will have the opportunity to do research about artivism practices that resonate with their interests and personal experiences, and will actively participate in a two-day workshop created by Las Artivistas, a group of female immigrant artivists living in Norristown, PA. **ATTRIBUTES: Latin American Studies, Peace & Justice**

34447 THL 2590-001: **HISTORY OF SEX ABUSE CRISIS**  
**TR 2:30-3:45 Faggioli**  
The sex abuse crisis is arguably one of the most serious crisis in the history of the Catholic Church since the Protestant Reformation in the 16th century. The revelations of the sexual abuse of minors by clergy and the failure of the Church to punish and prevent these crimes are an essential part of the picture of Catholicism today. The course will try to address two issues: first,
the readings and discussions will open an historical perspective on the crisis, which has gone through different phases, with antecedents in the medieval and early modern period, and different phases in the contemporary period (the first revelations in the 1980s and 1990s, the Boston Globe’s “spotlight investigation” in 2002, the beginning of a new phase with the Pennsylvania Grand Jury report in 2018). This historical study of the sex abuse crisis will have a global perspective: not only the USA, but also other countries, and especially Ireland, Australia, Chile. Secondly, the course will address the issue of what the sex abuse crisis tells us about the institutional structure of the Roman Catholic Church such as the model and formation of priests, the hierarchical structure and the role of the laity and women, the way the Vatican and national bishops’ conferences have acted in response to the crisis, the interaction between secular justice and the justice system of the Catholic Church. Given the nature of this course, students will be required to read, talk, and write about sexual and religious practices which may seem foreign, disturbing or even repellant. If you are unable to do so with a respectful attitude and a curious disposition, you should not be in this class.  

ATTRIBUTES: Core Theology, Gender and Women's Studies, Peace & Justice

35028 THL 4100-100: JUSTICE AND SUSTAINABILITY
W 6:15-8:55 Lorenz/Purcaro
During our course, Justice and Sustainability, we will employ the See, Discern, Act methodology in order to learn more about our own sustainability footprint, what our impact means for the planet and for current and future generations of people, why it’s so important to care, and how to take action to reduce it. This course presents the four principles of Catholic Social Teaching - human dignity, common good, subsidiarity, and solidarity - and applies them to the environment, centering on Pope Francis’ Encyclical Laudato Si, “On Care for our Common Home.” We will look at sustainability from the four most common personal pathways – Shelter & Energy, Transportation, Food & Water, and Consumer Purchases – and identify first steps towards a more sustainable future for all. By looking at sustainability through different lenses, we are better able to understand how sustainability is crucial to our survival as a species, but also to humanity and social justice. ATTRIBUTES: Core Theology, 100% In Person, Peace & Justice, Sustainability-Humanities Stem

34452 THL 5003-001: LIBERATION THEOLOGY
TR 8:30-9:45 Purcaro
Fr. Art is an Augustinian who served with the poorest of the poor in Peru for 30 years. He brings a wealth of experience and love for the poor to this course. Liberation Theology calls us to see how the poor are marginalized by society, describes how to work among them in order to advocate on their behalf, and most importantly to use what we have in order for the poor to find their power so they can advocate for themselves. Liberation Theology proposes that Christ desires to free our fellow human beings from the social structures that keep them impoverished. St Augustine stated: You give bread to a hungry person; but it would be better were no one
hungry, and you could give it to no one. (Tractate 1 John 8.8)  This course will examine the role of Charity and the pursuit of Justice, as well as how we think about and work with and for the poor. **ATTRIBUTES: Core Theology, 100% In Person, Latin American Studies, Peace & Justice, Sustainability-Humanities Stem**

34460 TBL 5004-004: BLACK THEOLOGY AND BLACK POWER
**MW 4:45-6:00 Lucky**
What would Jesus say about the killings of Michael Brown, Sandra Bland, Tamir Rice, Eric Garner, Rekia Boyd or Aiyana Stanley-Jones? What would he preach/teach concerning the legacy of chattel slavery or the economic exploitation of the Black poor? How have people of faith and moral conscience responded to racist practices throughout history and modernity? In this course, we will explore the implications of “Racist Ideas” imbedded within American Law and Policies. We will juxtapose those ideas and practices against Theological ideas and practices to drive towards a call for justice and liberation commonly articulated in the “Black Lives Matter” movement. A fundamental question is one of Theodicy: If God is benevolent, just and powerful, how can/does He permit evil to persist in the lives of Black people living in the United States of America? As we study together, we will engage the Bible, religious scholarship and the texts of historical narratives, literature, visual art and films to explore key topics from a Theological perspective (to include: racism, antiracism and humanity). Ultimately, we will seek to be empowered to integrate a new understanding into our own moral practice, in order live up to the prophetic call to fair and equitable justice for all. **ATTRIBUTES: Africana Studies, Core Theology, Diversity Requirement 1, 100% In Person, Peace & Justice**

34474 TBL 6000-006: THEOLOGY FOR MILITARY SERVICE
**MW 1:55-3:10 Fleischer**
Focusing on the cultural setting of the individual who is considering or has already chosen military service, this course will initially explore, from a theological perspective, the question of evil and suffering. The course will then examine the particular ethical implications of just war, focusing on both its traditional theological expression (Augustine of Hippo and Thomas Aquinas) and contemporary theological thought (Dietrich Bonhoeffer and the United States Conference of Catholic Bishops). Our academic journey culminates in an investigation of peacebuilding within the context of military service and Christian ethics. Each academic inquiry will begin with a survey of sacred texts, followed by both traditional and contemporary theological reflection. **ATTRIBUTES: Core Theology, Peace & Justice**

VSB 3500-002: REIMAGINING RACE, JUSTICE & BUSINESS LEADERSHIP
**TR 4:00-5:15 Ferraro**
Reimagining Race, Justice, and Business Leadership is a pilot of the VSB-specific iteration of the Race, Justice & Dialogue Course (RJDC). This nontraditional and innovative course draws from social justice teachings of antiracism, which shapes both the course content and all
requirements and expectations. Structured as a seminar and cross-disciplinary in nature, the course integrates content from business disciplines such as economics, accounting, finance, marketing, management, business law, real estate, and MIS. Students will also learn about and engage in the practice of dialogue, which will offer an individual and collective space to process the class content at a personal level. Attributes: 100% In Person, Management, Peace & Justice. Must be enrolled in the School of Business.