

CENTER FOR PEACE AND JUSTICE EDUCATION
Fall 2025

Courses as of 3/7/25 -- Please continue to check Master Schedule for latest updates.

PLEASE NOTE: To see courses from other departments with the PJ attribute in the Master Schedule, search for Peace & Justice in the “Attribute Type” field (the 6th field down) not in the “Subject” field. To see courses offered directly out of Peace and Justice, search Peace & Justice in the “Subject” field.

PEACE AND JUSTICE COURSES

28771 PJ 2800-001: RACE, CLASS, & GENDER

TR 1:00-2:15 Delboy Zenteno

28772 PJ 2800-002: RACE, CLASS, & GENDER

MWF 12:50-1:40 TBD

In this course, we will critically examine the inequalities arising from the social construction of race, class, and gender, as well as their intersections in the U.S. and beyond. The goal is to increase our critical consciousness and create strategic paths towards justice. We will explore the relations between identity and power through a wide array of texts representing diverse points of view, fostering theoretical understanding and practical application. Through analyzing texts, self-reflection, and participating in group discussions, we will scrutinize how systems of privilege and oppression operate, replicate, and influence experiences, along with how people use their power to resist injustice individually and collectively. Students are expected to come prepared to discuss assigned texts, engage respectfully with different perspectives, and practice critical thinking, self-reflection, storytelling, and listening skills. **ATTRIBUTES: Africana Studies, Cultural Studies, Deaf Studies, DIV 1, DIV 2, Disabilities Track, GWS, Philosophy, Writing Enriched**

28773 PJ 2993-001 INTERNSHIP

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.

28774 PJ 3000-001 TOP: RACE, JUSTICE, & DIALOGUE: AGITATING FOR JUSTICE

MW 4:45-6:00 Washington-Leapheart

The Race, Justice & Dialogue Course (RJDC) is a 3-credit, innovative course, uniquely designed, drawing from social justice teachings of antiracism to creatively shape the course content, all requirements, and even the grading. Students will learn about the fundamentals of race and other intersectional identities and their connections to social systems of power. The course investigates the history of race and its legacies related to Villanova’s founding as well as to students’ specific academic disciplines. Facilitated and sustained dialogue allows students to explore their own identities as well as those of others in an open and engaging way. A dialogue

facilitator will oversee the dialogic experience while the instructor will oversee the academic content, allowing students to further develop their competencies in both areas. In *Agitating for Justice*, our primary task will be investigating the unique opportunities and challenges that faith-rooted community organizing offers as a disruptive, liberatory response to unjust systems of oppression. We will particularly explore how Christian theologies have enabled and limited the possibility of organizing. **ATTRIBUTES: Africana Studies, DIV 1, Race, Justice, & Dialogue**

28775 PJ 4100-001: NATURE OF GENOCIDE

MW 3:20-4:35 Horner

Genocide is perhaps the most shocking 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, Namibia, and Nazi German. 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 - it 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 a world community who can smell smoke before there is fire. **ATTRIBUTES: Cultural Studies, Core Theology, DIV 3, Theology**

28776 PJ 5000-001: WRITING FOR JUSTICE

TR 10:00-11:15 Lenehan

In this course we will focus on the craft of writing as a tool for justice. We will examine a diversity of voices and forms that reveal creativity as rebellion/power and that cultivate respect for other people's stories. How do we express ourselves in writing so that others are willing to hear? What is powerful writing? Can writing inspire social change and how? We will read from short stories, creative nonfiction, protest songs, and op-eds, and we will write in these genres as well. Students will collaborate in small-group workshops and revise pieces for a final portfolio. If you're in the least bit intimidated by artmaking, "just live in it. Give yourself over to it," as bestselling author Jason Reynolds advises in the afterword of *Ain't Burned All the Bright*. This is an introductory course, and writers and justice-seekers of all levels are welcome to join.

ATTRIBUTES: DIV I, Writing and Rhetoric

28778 PJ 5101: TOP: THEOLOGY, ETHICS & CRIMINAL JUSTICE

MW 1:55-3:10 Getek Soltis

What is true justice and to what extent does our criminal justice system implement it? This course begins by engaging Scripture and classic theological voices in an attempt to reconcile divine justice with punishment, atonement, and notions of damnation/salvation. After also considering key ethical theories of justice and punishment, we examine the realities of criminal justice in America. Our focus on current practices in sentencing and corrections will include the war on drugs, solitary confinement, re-entry, education in prisons, and the intersection of criminal justice with race and class. Ultimately, how might theological and ethical lenses inform our approach to criminal justice in general, and prisons in particular? Students in the course will

be given the option of joining a weekly reading group with persons incarcerated at Chester Prison. **ATTRIBUTES: Core Theology, DIV I, CRM, HUM, Theology & Religious Studies**

COURSES CARRYING PEACE AND JUSTICE ATTRIBUTE

27463 COM 1000-005 SURVEY OF COMMUNICATION

TR 11:30-12:45 Arnold

This special section of Communication 1000 combines content and outcomes with Race, Justice, and Dialogue as well as Peace and Justice in a four-credit version of this Core Requirement for the Communication Major and Minor. Communication potentially contributes to but also helps rectify systemic differences in belonging to business, cultural and interpersonal settings. We all share various intersectional ties that include identity factors like race, ethnicity, sex and gender, religion and disability. We'll further explore these factors in the above listed communication concentrations and settings to better understand how challenging systems can disrupt communicative practices across the discipline of communication studies. **ATTRIBUTES: Peace & Justice; Race, Justice, Dialogue**

27496 COM 3207-001 AFRICAN AMERICAN RETORIC

TR 11:30-12:45 Nance

What does it mean to be Black—as an individual and as a member of a community—in the United States? How, historically, has the Black experience been constructed through rhetorical discourse, and how does that process continue in our present, 21st-century context? In this class, we will examine these questions (and some answers to them) through a critical examination of a variety of rhetorical artifacts. The primary objective of the course is, therefore, to develop a comprehensive understanding of the symbols used to rhetorically construct and reconstruct the African American identity and community. Some of these symbols will include historical speeches, essays, articles, and poems written about the Black experience in America. Some of these symbols will include contemporary media artifacts that continue to intervene in the struggle over the meaning of Blackness in America. We will also study how these symbolic representations created (and create) lived realities sustaining systems of oppression that impacted (and impact) the lives of Black Americans—and, indeed, all Americans. **ATTRIBUTES: Africana Studies, Peace & Justice, DIV 1, Writing Enriched Requirement, Writing and Rhetoric; Race, Justice, Dialogue**

27511 COM 3390-001 TOP: HEALTH COM CAMPAIGNS

TR 2:30-3:45 Levin

Mediated health communication campaigns are meant to promote healthy behavior change among vulnerable populations. Typically, these campaigns attempt to change behavior at the individual level through persuading members of a target audience to adopt, change, or maintain a particular behavior or set of behaviors. However, these campaigns themselves are vulnerable to failure and/or perpetuating (or even widening) gaps in health inequity because they do not address the conditions in which we live, including the quality of our neighborhoods, education, social support, economic factors, and healthcare contexts. These contexts, otherwise known as the social determinants of health, are all shaped by systemic racism and structural barriers. This course first situates our discussion of mediated health communication campaigns within

disciplinary and historical frameworks (e.g., #CommunicationSoWhite; exploring the lifecycle of mediated health communication campaigns). Next, we will unpack the context in which these campaigns take place, including broader issues of media representation and coverage, the neighborhood/environment, and the healthcare system. In the final section of the course, students will challenge and critique key assumptions and decisions made by campaign planners in real-world campaigns, addressing issues including the intersectional construction of audiences, campaign development, and antiracist campaign development. Specific emphasis will be placed upon health communication campaigns attempting to address social determinants of health rather than or in addition to the individual behavior change route. Students will then have the opportunity to work in teams to create a proposal for their own mediated health communication campaign to address a systemic health issue of their choosing. **ATTRIBUTES: Africana Studies, Peace & Justice; Race, Justice, Dialogue**

27523 COM 3490-001 FACILITATING DIALOGUE

MW 1:55-3:10 Cardwell & Delboy Zenteno

Dialogue is a strategically facilitated and sustained group process through which 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 their understanding of self, others, systemic (in)equity, (in)justice, and their own agency to enact change. However, dialogue does not just happen - rather it is created through intentional community building and facilitation strategies. This course will focus on teaching undergraduate students necessary skills to facilitate dialogue. **ATTRIBUTES: Peace & Justice**

27524 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY

TR 1:00-3:30 Lewis

The goal of the course is to allow students to use media-making in the service of social justice. As you participate in this course, please remember this definition of a documentary: “Documentaries are about real life; they are not real life. They are portraits of real life, using real life as their raw material, constructed by artists and technicians who make myriad decisions about what story to tell whom, and for what purpose. **The remainder of the description is not available at this time. Please check our CPJE website for updates.* **ATTRIBUTES: Cultural Studies, Peace & Justice**

29456 COM 5300-100 DIALOGUE ON IDENTITY AND SOCIAL JUSTICE

This is a 1-credit course. The Center for Dialogue (formerly known as the Intergroup Dialogue Program) offers 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 disability, socioeconomic status, gender, and race. Indicate preferences on <https://forms.office.com/r/ZYVHTDPX4x>. **ATTRIBUTES: Peace & Justice, Deaf Studies Track, Disabilities Track. Three COM 5300 courses may be bundled for a DIV 1 in CLAS. It is also possible to bundle to earn a PJ elective for the minor or major by taking three COM 5300 courses (or other 1-credit courses with the PJ attribute)**

27560 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY

MWF 10:40–11:30 Carroll

27561 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY

MWF 11:45 –12:35 Carroll

27562 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY

MWF 12:50–1:40 Carroll

27563 CRM 1001-005 INTRODUCTION TO CRIMINOLOGY

TR 10:00–11:15 Paola (primary)/Jaimes

27564 CRM 1001-006 INTRODUCTION TO CRIMINOLOGY

TR 11:30–12:45 Paola (primary)/Jaimes

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 Science A & S Core, Core Social Science, Social Science Elective, Peace & Justice**

27645 CST 2100-001 INTRODUCTION TO CULTURAL STUDIES

MW 3:20-4:35 Hollis

Drawing on the interdisciplinary, international, and progressive history of Cultural Studies, this course provides an introduction of its innovative methods of analysis and key theoretical contributions, while demonstrating their relevance to contemporary social, political, and ethical struggles. It analyzes a broad spectrum of cultural artifacts, ranging from poetry, fiction, and films to television shows, music videos, social media, and digital culture. In doing so, its guiding thread will be the question of the rule of culture in global class struggles. **ATTRIBUTES: DIV I, English, Peace & Justice, Writing & Rhetoric**

27551 COU 3400-001 CULTURALLY COMPETENT COUNSELING

TR 11:30-12:45 Malott

Through this course, together we will examine historical and contemporary issues related to providing culturally congruent/competent counseling services with myriad populations. The impact of socio-identities (e.g., race, ethnicity, gender, religion, socioeconomic status, sexual orientation, and disability) will be examined, considering individual, group, and macro-system functioning. The impact of societal inequities will be explored, with exploration of advocacy actions to effect greater equity. **ATTRIBUTES: Peace & Justice, DIV I**

27793 EDU 2202-001 SOCIAL FOUNDATIONS OF EDUCATION II

TR 10:00-11:15 Baker

27794 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, DIV 1, Service Learning

27802 EDU 3263-001 DIVERSITY AND INCLUSION

TR 2:30-3:45 Skrlac Lo

27803 EDU 3263-002 DIVERSITY AND INCLUSION

TR 4:00-5:15 Skrlac Lo

In this course students will learn about strategies for effective and equitable reading instruction in the classroom and how to apply these strategies through teaching young adult literature. Each week we will cover a new area of focus for the teaching of young adult literature in the classroom, and each week you will also have the opportunity to learn how to put this practice into place. Grounded in a foundation of critical literacy and social justice, this course exposes students to a variety of young adult literature and methods to teach these texts to diverse populations. **ATTRIBUTES: Africana Studies, Core Social Science, DIV 1, GWS, Deaf Studies Track, Disabilities Track, Peace & Justice**

27804 EDU 3264-001 INTRO TO DISABILITY STUDIES

TR 1:00-2:15 Bialka

27805 EDU 3264-002 INTRO TO DISABILITY STUDIES

T 6:15-8:55 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, Distance Learning, DIV 1, Peace & Justice, Service Learning

27913 ENG 1975-028 BORDERS, MIGRATION, NATIONAL IDENTITY

TR 1:00-2:15 Potok

27915 ENG 1975-030 BORDERS, MIGRATION, NATIONAL IDENTITY

TR 4:00-5:15 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, Irish Studies, Peace & Justice**

**27925 ENG 2043-001 WORLDWIDE POPULAR CULTURE
MW 4:45-6:00 Hollis**

The course will analyze notable works of art, music, literature, video, and social media created by people of various international, ethnic and minoritized allegiances to publicize situations of importance to their communities. We will study popular cultural phenomenon in which everyday people gather their energy and creativity to resist situations of oppression and injustice throughout the world. Examples include South African students and the "Fees Must Fall" movement, the Zapatista autonomy movement in Oaxaca, MX, local "Artivistas" using visual art to illustrate crises in the migrant community, Israeli and Palestinian posters for peace, songs for women's rights in Iran, and Philly graffiti commemorating George Floyd. **ATTRIBUTES: DIV 3, Writing Intensive Requirement, Writing and Rhetoric, Peace & Justice**

**27930 ENG 2790-002 TOP: RACE, JUSTICE, DIALOGUE: REWRITING GENRES OF WHITE SUPREMACY
TR 11:30-12:45 Lucky**

"Rewriting Genres of White Supremacy" centers literature by Indigenous, Black, and white American writers to consider some of the most pressing concerns of our contemporary moment, namely Catholic and other religious identities, indigeneity, blackness, otherness, intersectionality, power, privilege, racism, and social justice. Further, the course invites students to examine both personal and national identity as these concepts have been birthed and formed within a system that privileges whites over others. The course title takes inspiration from Travis Foster's book, *Genre and White Supremacy in the Postemancipation United States*, in which he argues that in the wake of Emancipation, two developments unfolded: "white supremacy amassed new mechanisms and procedures for reproducing racial hierarchy; and black freedom developed new practices for collective expression and experimentation." Alongside visual images, historically grounded modules on the construction of race, and a critical dialogic component, the course supports all students in their exploration of racial and social hierarchies through the powerful expressions of key nineteenth, twentieth and twenty-first century writers, including Leslie Marman Silko, James Baldwin, Toni Morrison, and Herman Melville. **ATTRIBUTES: Peace & Justice; Race, Justice, Dialogue, Writing Enriched Requirement**

**27938 ENG 3621-001 CONTEMPORARY BRITISH NOVEL & BREXIT
TR 4:00-5:15 Quigley**

This course will explore British fiction after the Second World War, examining what "British" literature means when England is suddenly (what E. M. Forster called) a "Shrinking Island."

What kind of novel is written in this post-period (Post-War, Postmodernist, Postcolonial, Postfeminist, Posthuman)? Who is welcome to be British in these texts? What characterizes and drives this fiction and what earlier genres does it attempt to incorporate? How does literary realism falter in the face of decolonization, immigration, and border crossing and what forms and genres (satire, experimentalism, polyvocality, fantasy) best fit the post-war world? We will also consider the new “Brexit” novel—how do these novels treat nostalgia, immigration, race, trade, and the idea of nationalism? We will learn the skills of literary analysis, advanced vocabulary of literary scholarship, the techniques of scholarly analytical writing, and the methods of critical thought. The course will build to a final exam in which we ask: What do we mean by the Brexit Novel now? **ATTRIBUTES: Peace & Justice, Writing Enriched Requirement**

27942 ENG 5000-001 THE INDIGENOUS ATLANTIC
MW 3:20-4:35 Takahata

This course traces the movement of Indigenous peoples across the Atlantic through writing about and by Native persons. We will ask: how does examining Indigenous writing and travel change how we conceive of place, identity, colonialism, and literary history? As the title suggests, this course will understand Indigenous peoples as central to a historical and literary understanding of the Atlantic World, studying how diplomatic travel, captivity and enslavement, and authorship and performance shaped both sides of the Atlantic from early colonization to the present day. In particular, we will pay attention to the communities that are formed and broken by such practices, attending to simultaneous histories of oppression and kinship. We will begin with Nanticoke and Lenape creation stories as well as Atlantic scholarship to set the terms of the class before moving relatively chronologically through several themes, from the arrival of colonists in the “New World” to diplomatic voyages to England, from collections and representations of Indigenous peoples to writing networks that expanded across the ocean. This course will consequently grapple with questions of silence, settler colonialism, and sovereignty.

ATTRIBUTES: Writing Intensive Requirement, Peace & Justice

27987 ETH 3010-001: CHRISTIAN ETHICS AND MENTAL ILLNESS
MWF 11:45-12:35 Fay

This interdisciplinary course studies the real and potential ways in which the discipline of Christian ethics challenges, is challenged by, supports, and is supported by contemporary conversations about mental illness. Using schizophrenia and bipolar disorder as its test cases, this course gives special attention to contemporary scientific and empirical studies about mental illness, narratives by and about people with mental illness, and Roman Catholic and Protestant theological ethics (e.g. bioethics, fundamental moral theology, and disability ethics).

ATTRIBUTES: Core Theology, Humanities, Peace & Justice

27988 ETH 3010-002: ETHICS AND SOCIAL MEDIA
TR 2:30-3:45 Covey

Is social media a force for good, helping us to maintain bonds with friends and loved ones and democratizing news and information? Is social media a force for evil, accelerating the spread of misinformation and exacerbating our deepest insecurities? In this course, we will explore the ethical challenges posed by the widespread use of social media. We’ll consider its impact on our mental health and development, on our friendships and communities, on our elections and political processes, and on the way we conduct business and report the news. We’ll read work

from philosophers, psychologists, theologians, journalists, and social scientists as we trace the tremendous impact this technology has had on our world in less than 25 years. This course asks who bears responsibility for ensuring that social media serves the Common Good and what our own relationship to it ought to be in the meantime? **ATTRIBUTES: Core Theology, Humanities, Peace & Justice**

27989 ETH 3010-003 NATIVE AMERICAN ETHICS, RELIGIOUS TRADITIONS, AND MOVEMENTS POST-CONTACT

MW 1:55-3:10 Waters

This course teaches students how various Native American groups in North America addressed ethical and religious problems introduced by White settlerism and European Christianity. Its subject of study is two-fold. First, it concerns itself primarily with how historical and contemporary Native authors, activists, and leaders have addressed moral-religious problems particular to settler colonialism; second, it critically analyzes how scholars of religion and ethicists especially have struggled to understand Native religious and moral norms from a Native perspective. To mitigate Eurocentrism in religious studies and ethics, the course seeks to understand how a selection of American Indian leaders, traditions, and movements deliberate about right and wrong behavior and moral issues through Native perspectives and metaethical categories. Its content is delivered both in seminar and lecture style. In addition, the instructor has designed the course to teach and evaluate reading comprehension, critical thinking, and writing skills. **ATTRIBUTES: Peace & Justice**

28150 GWS 2050-001 INTRODUCTION TO GENDER STUDIES

TR 4:00-5:15 Ma

28151 GWS 2050-002 INTRODUCTION TO GENDER STUDIES

TR 2:30-3:45 Hariharan

28152 GWS 2050-003 INTRODUCTION TO GENDER STUDIES

TR 1:00-2:15 Kolsky

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: DIV 2, Peace & Justice**

28153 GWS 2026-001 INTRODUCTION TO LGBTQ STUDIES

TR 11:30-12:45 Rowen

This course acquaints students with representative objects of study and methods in the interdisciplinary field called LGBTQ+ Studies. We will observe how various academic disciplines pose questions about non-normative gender and sexuality, and how those disciplines provide uniquely valuable answers to those questions. Major topics will include concerns of history (including historical constructions of sex/gender/sexuality and the Stonewall Riots), psychology (including the evolution of the Diagnostic and Statistical Manual and queer-affirmative therapies), and cultural representations in literature, film, and media. Because

mainstream representations of LGBTQ+ individuals and the LGBTQ+ community overall tend to reinforce assumptions that the vast majority of LGBTQ+ people are gay, white, middle-class, abled, cisgender men, this course places particularly emphasis on the central role transgender people and people of color have played in LGBTQ+ activism and scholarship. **ATTRIBUTES: DIV 1, DIV 2, Peace & Justice, GWS**

28056 GEV 3001-001 INTRODUCTION TO SUSTAINABILITY STUDIES

TR 2:30-3:45 Martin

28057 GEV 3001-002 INTRODUCTION TO SUSTAINABILITY STUDIES

Tr 4:00-5:15 Martin

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. However, 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 well-being in a just and sustainable manner? In this course, we will draw from a variety of disciplines to build an understanding of the concept of sustainability and work towards developing solutions to some of the challenges that our world is facing today. We will explore the concept of sustainability through class discussions, examination of case studies, and application of course materials to the evaluation and improvement of sustainability on Villanova's campus. **ATTRIBUTES: Peace & Justice, GEV Policy & Management, Sustainability-Humanities Stem, Sustainability-Policy Stem**

29628 GEV 4341 REPAIRING NATURE: OPTIONS FOR A HEALTHY PLANET

TR 1:00-2:15 Armon

In our anxiety about environmental problems, we may be unaware of restoration of the natural world that is occurring worldwide and how it is benefiting human and other species. We also often are unaware that according to Indigenous teachings and anthropological evidence, humans have been involved for millennia in stewarding and regenerating ecosystems and species. In this course, you'll learn about options for restoring nature that go beyond conservation and sustainability. We'll study scientific, economic, and Indigenous rationales for environmental restoration and regeneration, as well as the psychological and cultural blocks that may prevent our engagement. As we explore the forms that human-nature collaborative regeneration can take, course topics will include soil repair, assessing nature's forms of intelligence, myco-, phyto- and ento-remediation, permaculture, rewilding, regenerative agriculture, and ecopsychology. Course assignments and a fieldwork component will enable students to learn about specific regenerative strategies suitable for varying environmental and human contexts. **ATTRIBUTES: GEV Soc Sc & Humanities, Peace & Justice**

28133 GIS 2000-001 INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES

MW 1:55-3:10 Lloyd

28134 GIS 2000-002 INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES

TR 1:00-2:15 Hariharan

**28135 GIS 2000-003 INTRODUCTION TO GLOBAL INTERDISCIPLINARY STUDIES
TR 4:30-5:45 Hariharan**

This seminar will enhance the students' ability to view and analyze global issues from interdisciplinary perspectives. How do we identify, define, describe and negotiate differences 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, DIV 1, DIV 2, Peace & Justice, Social Science, Social Science Elective, Writing Enriched Requirement, Writing Intensive Requirement, Writing and Rhetoric**

**28141 GIS 5011-002 PARTITION AND BORDERS
TR 11:30-12:45 Abboud & Warrick**

Missing Description

ATTRIBUTES: Arab & Islamic Studies, DIV 3, Peace & Justice, PSC

**28159 HIS 1065-002 GLOBAL ENVIRONMENTAL HISTORY
MW 3:20-4:35 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, CPS PE Approved, Sustainability-Humanities Stem, Peace & Justice

**28161 HIS 1070-001 TSARS AND COMMISSARS
MW 3:20-4:35 Harnett**

This is a core history course that fulfills the CLAS core history requirement. It examines Russian history from the 1700s through the present day. It charts the country's tradition of authoritarian rule and the evolving role of Russia, the Soviet Union, and the post-Soviet Russian Federation in the global order. The course analyzes large, political occurrences and assesses how the decisions emanating from the Russian capital affected the daily lives of ordinary people living in St. Petersburg, Moscow, Ukraine, Central Asia, the Caucasus, Eastern Europe, and various places in between. The course considers the role of ideology, religion, race, and nationality in Russian rule and assesses how the state interacted with society. In the process, the interaction between Russian politics, Russian identity, and Russian culture are considered. The course examines imperialism within the contiguous Eurasian landmass and the nature of authoritarian rule. It

rejects the assumption that any people are inclined towards dictatorship or authoritarianism. Instead it examines how power is used and abused to benefit a small cohort in society and how the manipulation of cultural identity, information and the media, fear, education, and economic systems perpetuate inequality and oppression. It also considers how citizens can marshal elements of civil society to find a sense of agency. **ATTRIBUTES: Core History, Peace & Justice, Russian Area Studies**

28172 HIS 1165-002 GLOBAL MIGRATION

MWF 12:50-1:40 Ryan

This course will explore the impact of global migration in human history from dawn of time to the present day. We will look at how migration shapes societies. Our approach will be interdisciplinary. We will look at theories of migration such as transnational migration, acculturation, incorporation, assimilation, circular migration and diaspora. A global capitalist economy also shapes migration. Gender and multiculturalism play an important role in shaping migration. We will also look at forced migration, refugees, and trafficked human beings in the present. Case studies will be used to explore the past. We will use primary sources and secondary literature in our course of study. There will be three exams and a ten-page research paper.

ATTRIBUTES: Peace & Justice, Core History, CPS PE Approved

28174 HIS 1165-004 GLOBAL AFRICA I

TR 8:30-9:45 Keita

Global Africa I is intended to seriously engage the student in the thematic notion of Africa as a global phenomenon historically, from the Biblical/Classical period through the opening of the medieval (c. 800 BCE-476 CE). This is to be achieved through the critical examination of Africa and its diasporas. Fundamental to this exercise is the willingness to interrogate what is assumed to be known, and to always question the familiar. The course challenges conventional notions of History and how History is done. Focused encounter with primary sources will serve as the basis for a set of reflective arguments by the student that will 'place' Africa, Africans, and the cultures of African peoples in the world as agents of that world's construction. These arguments are to be based on serious analysis of the primary works supported by secondary materials. The goal, here, is the demonstration of an argument that bears witnessed to informed judgment substantiated by an array of evidence. **ATTRIBUTES: Africana Studies, Core History, Peace & Justice**

28177 HIS 1165-007 SUFFERING AND PROGRESS IN THE 20th CENTURY

TR 4:00-5:15 Westrate

This course examines the development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings, visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—war, genocide, famine, forced migration, and other evils plagued the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all. Via weekly written assignments and discussion, our goal is to assess the importance of these and other subjects in today's world. At the end of the semester, we will better understand “the fundamental interconnectedness of all things,” or human webs—the networks that make up our reality.

This course examines colonialism and post-colonialism, victim and perpetrator status, the results of ideological totalitarianism in power, and the growth of equality for previously marginalized groups. Human dignity, the common good, solidarity, poverty, marginalization, and power differentials across time, culture, and geography are all central themes of the course.

ATTRIBUTES: Core History, Peace & Justice

28187 HIS 2286-001 IRISH AMERICAN SAGA

MWF 9:35-10:25 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, DIV 1**

28188 HIS 2291-001 AFRICAN AMERICAN HISTORY DURING SLAVERY

TR 2:30-3:45 Duensing

This course examines the development and experiences of the African American community during the age of slavery. We will analyze the origins and development of the African slave trade, the evolution of slavery in the United States, and the development of American slave culture with an in-depth examination of the slave community, family, and religion. We will trace the growth of the free black community and the creation of black political, social, and economic ideologies and institutions. We will evaluate the effectiveness of the African American struggle against slavery, emphasizing slave resistance, the abolitionist movement, and the Civil War.

ATTRIBUTES: Africana Studies, Peace & Justice, Pre-Law

28189 HIS 2296-100 HISTORY OF AMERICAN WOMEN

MW 6:15-7:30 Talley

This course will survey the history of women in America from the pre-colonial period to the end of the twentieth century. We will view significant social, political, and economic developments in American history through the lived experiences of women. In doing so, we will acknowledge the variations in women's experiences based upon race, ethnicity, class, sexuality, and region. Specific attention will be dedicated to women of color. Through an introduction to the methods of social and cultural history, we will explore topics such as relationships within the family, the gendered division of labor, definitions of womanhood, changes in female education, shifts in women's employment opportunities, and women's participation in social and political movements. Throughout the course, we will be attentive to women's agency, women's autonomy over their bodies, and the relationship between women, the law, and government. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses. **ATTRIBUTES: Gender & Women Studies, DIV 2, Peace & Justice**

28231 HUM 2002-001 HUMAN PERSON**TR 1:00-2:15 Camacho**

What is human nature, human destiny? How does one become more deeply human? What does it mean to act for the human good? How can we discover meaning in primordial human experiences such as love, mortality, finitude, and suffering? **ATTRIBUTES: Peace & Justice, Public Administration**

28233 HUM 2004-001 PSC: SOCIETY**MW 1:55-3:10 Ogle**

If we are social animals, is our happiness bound up with our political lives? Does society stand in the way of living a good life or foster it? How deep do we need to search to find hope for the loneliness, anxiety, injustice, and polarization in our world? **ATTRIBUTES: Peace & Justice, Public Service Administration, Political Science**

28292 MAT 1280-002 MATHEMATICS OF FAIRNESS**MWF 1:55-2:45 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**

28510 MSE 2301-001 CHM: WATER**MWF 12:50-1:40 Wang****M 1:55-4:45 Wang****28511 MSE 2301-002 CHM: WATER****MWF 12:50-1:40 Wang****W 1:55-4:45 Wang****28512 MSE 2301-003 CHM: WATER****MWF 12:50-1:40 Wang****F 1:55-4:45 Wang**

Water is everywhere – it flows under our feet, fills the oceans, rains from the sky, and nourishes life. It has perhaps the most identifiable chemical formula, H₂O. Yet the formula is deceptively simple; for it is the unique properties of water that make it essential for life. This course explores everything from the chemical structure of water to the many merits of this life-sustaining liquid. More importantly, we will explore how the sustainability of clean, fresh water has become one of the most critical global concerns of the 21st century. This course has three overarching themes: 1. What is water; 2. What's in water; and 3. Why is it important to study water. We will examine the structure and properties of water; conduct laboratory investigations of a local surface water supply to determine the concealed substances; and study freshwater sustainability, in addition to the myriad ways in which water shapes our lives daily. We will explore how water impacts our world locally and globally through a social (political and cultural), economic, and environmental lens. This year, your class project will investigate the myriad ways people are using systems thinking to solve the critical challenges we face as a society. **ATTRIBUTES: CHM, Peace & Justice, Sustainability-Sci & Tech Stem**

**28549 NUR 1105-001 SOCIAL JUSTICE AND HEALTH EQUITY
M 1:55–4:35**

**28550 NUR 1105-002 SOCIAL JUSTICE AND HEALTH EQUITY
W 1:55–4:35**

**28551 NUR 1105-003 SOCIAL JUSTICE AND HEALTH EQUITY
F 1:55–4:35**

**28552 NUR 1105-010 SOCIAL JUSTICE AND HEALTH EQUITY
TR 2:30–3:45**

**28553 NUR 1105-011 SOCIAL JUSTICE AND HEALTH EQUITY
TR 10:00–11:15**

**28554 NUR 1105-012 SOCIAL JUSTICE AND HEALTH EQUITY
TR 2:30–3:45**

**28555 NUR 1105-013 SOCIAL JUSTICE AND HEALTH EQUITY
TR 10:00 AM – 11:15**

Available only to Nursing students; Health Humanities Medical Arts and PJ attributes

**28564 NUR 3122-001 IMPERATIVES FOR PUBLIC AND GLOBAL HEALTH
TR 4:00 PM – 5:15**

**28565 NUR 3122-011 IMPERATIVES FOR PUBLIC AND GLOBAL HEALTH
TR 8:30 AM – 9:45**

Available only to Nursing students

**28580 NUR 7070 DL1 NUTRITION AND GLOBAL HEALTH
100% Online-Asynchronous**

**28581 NUR 7070 DL1 NUTRITION AND GLOBAL HEALTH
100% Online-Asynchronous**

Examines existing and emerging issues in nutrition globally, with special emphasis on the developing world. Analyzes influence of human biology, the environment, culture, socioeconomic status, politics and international policies on nutrition and its impact on health of individuals and populations. *Must be enrolled in Nursing. ATTRIBUTES: Peace & Justice*

**28582 NUR 7091 DL1 GLOBAL PERSPECTIVES FOR CLIMATE AND HEALTH
100% Online-Asynchronous**

Missing Description

Must be enrolled in Nursing. ATTRIBUTES: Peace & Justice

**28678 PHI 2115-001 ETHICS FOR HEALTHCARE PROFESSIONS
TR 10:00-11:15 Napier**

**28679 PHI 2115-002 ETHICS FOR HEALTHCARE PROFESSIONS
TR 10:00-11:15 Koch**

**28680 PHI 2115-003 ETHICS FOR HEALTHCARE PROFESSIONS
TR 1:00-2:15 Bujno**

**28681 PHI 2115-004 ETHICS FOR HEALTHCARE PROFESSIONS
TR 2:30-3:45 Brakman**

**28682 PHI 2115-005 ETHICS FOR HEALTHCARE PROFESSIONS
TR 4:00-5:15 Bujno**

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

28684 PHI 2121-001 ENVIRONMENTAL ETHICS

MW 1:55-3:10 Solymosi

28685 PHI 2121-002 ENVIRONMENTAL ETHICS

MW 3:20-4:35 Solymosi

Flooding. Fires. Extreme Temperatures. Extreme storms. Famine. Disease. Such catastrophes are ever more present in our lives. How are we to live in a world more precarious than in our cultural memory, if not the history of human civilization? What is the relationship between an environment and an *ethos*, a way of life? How do our individual and cultural habits affect our habitats? What does it mean to be human and to live well in a world on fire or under water? What do we owe each other, our descendants, our ancestors? Who constitutes this “we” in the first place—is it just Americans, Westerners, humans in general, other species, some ecosystems but not others, or Life as a whole? Can our technology save “us” or is technology as much of a threat to human as it is to non-human life? In this course, we will explore these and similar questions. Drawing on work in the philosophy of nature, the philosophy of technology, social and political philosophy as well as ethics, we explore the relationship between human nature and non-human nature through the lens of existential risk, specifically climate change and its relation to disease, nuclear energy and weapons, and artificial intelligence. Central to this exploration are two key concepts, *environment*—What is it? What is its range or its scope? Who or what is environed?—and *ethics*, especially in relation to an environment. No background in philosophy, science, technology, or ethics is presumed. **ATTRIBUTES: Ethics, Science, Technology, Environment Elect, GEV, Social Sciences & Humanities, Sustainability-Humanities Stem, Peace & Justice**

28688 PHI 2420-001 PHILOSOPHY OF WOMEN

MW 3:20-4:35 Ferrari

This course introduces some key concepts, ideas, and frameworks commonly used in feminist philosophy. The course ventures where the history of philosophy has not dared: searching for an answer to Beauvoir’s question, “What is a Woman?” Here, we read Simone de Beauvoir, Iris Marion Young, and Judith Butler. In the third part, this continued examination of the question shows how differences in race, class, and sexual orientation defy efforts to assert a single story of women, thereby revealing the dilemma at the heart of Beauvoir’s question. In this context, we learn about intersectionality and intersectional feminism via the works for Brittney Cooper, Kimberlee Crenshaw, and Angela Davis. The fourth unit tackles the questions, what is gender? And what is sexual orientation? We read essays by María Lugones, Talia Mae Bettcher, Leanne

Simpson, Michael Kimmel, and Robin Dembroff. After engaging the discipline-shaping work of Kristie Dotson and Nancy Tuana on epistemic oppression, we conclude the course by considering the difference between carceral and abolitionist feminism. **ATTRIBUTES: Cultural Studies, DIV 2, GWS, Writing Enriched Requirement, Peace & Justice**

28690 PHI 2990-004: PHILOSOPHIES OF THE GLOBAL SOUTH: RACE, GENDER & SUSTAINABILITY

MW 4:45-6:00 Rockhill

This course examines the deep and rich traditions of philosophy in the Global South with a particular focus on anti-racism, as well as the struggle for women's liberation and environmental sustainability. The primary objective is to expose students to diverse perspectives that are often marginalized or excluded from the standard histories of philosophy in the West, which tend to be dominated by white, male, European thinkers. **ATTRIBUTES: Africana Studies, Cultural Studies, Latin American Studies, Peace & Justice, Writing Enrichment Requirement**

28696 PHI 3720-001 MARX AND MARXISM

TR 1:00-2:15 Baghai

In this seminar, we study the nineteenth century German philosopher Karl Marx (1818–1883) and the intellectual and social-political movements of the Marxian tradition. In the first half of the seminar, we focus on some of the key elements of Marx's thought, including his accounts of the materialist conception of history, the capitalist mode of production, and class struggle. The second half of the seminar is devoted to studying a number of the twentieth century and contemporary Marxian thinkers' accounts of the colonialist, racist, and sexist character of capitalism, and of the commodification of nature and social life under capitalism. The seminar concludes with examining a Marxian view of a socialist alternative to capitalism.

ATTRIBUTES: Peace & Justice

28799 PSC 2230-001 INTERNATIONAL ORGANIZATION

MWF 11:45-12:35 Suzuki

This course explores the roles that international organizations play in international politics. After examining contending theoretical perspectives on the impact and importance of international organizations in world politics, the course investigates the historical evolution, activities, and performance of specific organizations in the primary policy areas of peace, security, trade, finance, economic development, human rights, and humanitarian assistance. Among the central questions are as follows: Why and how were they created, and by whom? What roles were they originally expected to play in international politics and if those functions have changed over time, how and why? How does each organization contribute to and impact their particular areas of concern? What factors shape the depth, breadth, scope, and effectiveness of these contributions? **ATTRIBUTES: Core Social Science, Peace & Justice**

28812 PSC 4375-003 CLIMATE JUSTICE AND COP30

TR 10:00-11:15 Seligsohn & Fr. Abubakar

Climate change is a global problem caused mainly by emissions from the world's wealthy, whether that be wealthy countries or the wealthy members of poorer countries. We will all feel the effects, but these effects are felt unevenly and fall more heavily on the poor and the poorly represented. The Framework Convention on Climate Change, the Paris Agreement and the

annual meetings under these agreements are the key venues where all countries have a voice, and these issues should be hammered out. This offers both opportunities and challenges for achieving climate justice. This course will examine both what justice would mean, and in practical terms how it is being addressed. The course will culminate in examining the specific issues that will be addressed at the COP30 meeting in Belim, Brazil in November 2025. Students will have the opportunity to view the negotiations on line and to apply with a specific research project to attend the conference. Because of conference-imposed attendance quotas and funding, the opportunity to attend the conference will be limited to one or two students, but all students will be able to study the conference in depth. **ATTRIBUTES: Peace & Justice, SPOL, GEPM**

28803 PSC 3165-001 BLACK POLITICAL ECONOMY

MWF 12:50-1:40 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: DIV 1, Africana Studies, Peace & Justice**

28631 PA 2000-001 PUBLIC POLICY

TR 4:00-5:15 TBD

This course focuses on the process of public policy making, or the solving of public problems in the United States – how potential ideas for government action and change are translated from concepts into reality. In a democracy, public policymaking is how communities make decisions to solve the problems that they face. Our current system of policymaking is characterized by polarization and division with two competing visions on the problems our society is facing and how to solve them. We will also look to the past and review the impacts of historically inequitable and unjust public policies, structures and systems that have marginalized and oppressed BIPOC communities in America. **ATTRIBUTES: GEV Policy & Management, Peace & Justice, Political Science, (Core) Social Science, Sustainability-Policy Stem**

28632 PA 3000-001 OVERVIEW OF NON-PROFIT SECTOR

TR 8:30-9:45 Proctor

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: Core Social Science, GEV Policy & Management, Humanities, Peace & Justice, Sustainability-Policy Stem**

28635 PA 6000-001 VOCATION OF PUBLIC SERVICE

MW 1:55-3:10 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, Core Social Science, Humanities

28955 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, DIV I, GWS, Latin American Studies, Arab and Islamic Studies, PSC, Peace & Justice

28956 SOC 4000-002 SOCIAL PSYCHOLOGY AND INEQUALITIES

MW 4:45-6:00 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: Core Social Science, Asian Studies, Cultural Studies, Latin American Studies, DIV I, GWS, PSC, Peace & Justice**

28957 SOC 4200-001 SPORTS AND SOCIETY

TR 10:00-11:15 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). Instead, be willing to pierce through the sometimes-haughty rhetoric in order to uncover a less glorified reality. **ATTRIBUTES: Core Social Science, DIV II, GWS, Peace & Justice**

29019 SPA 3993-100 COMMUNITY INTERPRETER INTERNSHIP

M 5:20 PM -7:20 Lenardon

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: Latin American Studies, Peace & Justice, Pre-Law**

29174 THL 4990-001 STEWARDSHIP OF CREATION

TR 8:30-9:45 Purcaro

This course presents Catholic Social Teaching on the environment, centering on Pope Francis' Encyclical *Laudato Si*, "On Care for our Common Home". We will treat the Sustainable Development Goals identified by the community of nations and how achieving them depends highly on an ethos of sustainable living. We will consider the particular Augustinian contribution to this topic. The methodology of the course follows that of the Encyclical itself: See-Judge-Act, and encourages involvement in sustainability activity. **ATTRIBUTES: Core Theology, Latin American Studies, Peace & Justice, Sustainability-Humanities Stem**

29172 THL 4490-002 THM: CHRISTIAN ETHICS: CHRISTIANITY AND DEMOCRACY

TR 4:00-5:15 Lloyd

We will examine the complex relationship between Christianity and democracy in theory and in practice. Is there a necessary link between Christianity and democracy? Do democratic values sometimes conflict with Christian commitments? Must religious commitments be set aside when citizens participate in democratic deliberation? We will look at the US civil rights movement, probing the role of Christians, Christian commitments, and Christian values. We will then turn our attention to South Africa. What role did Christianity have in the colonial encounter, what role did it play in the anti-apartheid movement, and what role does it play in contemporary South African politics? Along the way, we will explore what theorists and theologians have to say about the relationship between the "Heavenly City" and the "Earthly City." **ATTRIBUTES: Africana Studies, Core Theology, Peace & Justice**

29181 THL 5003-002 CATHOLIC SOCIAL THOUGHT

TR 1:00-2:15 Beyer

Catholic Social Thought (CST) rooted in the Christian narrative and developed over the last 135 years will present the Catholic teachings on the nature of social justice and its requirements. CST will discuss the Catholic account of what it means to be human and of what we ought to be doing with our lives. This class will examine central principles of CST (e.g. human dignity, rights and responsibilities, the common good, the nature of the family, the preferential option for the poor, subsidiarity, solidarity, and the dignity of work). It will include a sustained critique and where applicable appreciation of views that shape our culture such as Individualism, relativism, socialism, capitalism and the effects of technological advancement. We will read primary texts, found largely in the Papal encyclicals, secondary reflections, and evaluate contemporary social and economic challenges in order to demonstrate the richness of the CST tradition and its potential for finding a more promising way toward a society that embodies "justice for all." **ATTRIBUTES: Core Theology, Public Policy & Ethics, Ethics, Peace & Justice**

29186 THL 5004-100 RACE, GENDER, & CHRISTIAN BIOETHICS

W 6:15-8:55 Kennedy

This course engages the intersection of Christian bioethics and Christian social ethics with a focus on structural injustices related to racial and gender discrimination in healthcare. From disparities in access to the physical toll of racism and sexism, the course will delve into the array of ways that inequalities persist in healthcare domestically and globally. The course will reflect on historical horrors of racial and gender discrimination in medicine, including the eugenics movement, forced sterilizations, and the Tuskegee syphilis study. In exploring contemporary biotechnologies, including gene editing and algorithmic medicine, we will consider what Christian commitments related to justice, human dignity and embodiment can contribute to public discourse on medicine, healthcare, and the common good. **ATTRIBUTES: Africana Studies, Core Theology, DIV 1, DIV 2, GWS, Health Humanities Medical Arts, Peace & Justice**

29184 THL 5004-002 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, Peace & Justice, DIV 1**

29185 THL 5004-003 THEOLOGY, CAPITAL, AND INJUSTICE

TR 11:30-12:45 Grimes

In this course we will explore what theology has to offer by way of a critique of capitalism, particularly in its present form, with a focus on recognising, understanding, and undoing the structural injustices endemic to its logic and systems. Christianity’s ‘preferential option for the poor’ and vision of the ‘reign of God’, based upon Jesus of Nazareth’s life and ministry, as well as Catholicism’s holistic worldview, offer a fundamental reproach to the flawed anthropological assumptions of capitalism, as a political and economic system, while offering alternative ordering principles, orientation, and living witness to a truly just vision of society, marked by love of God, neighbour, and all creation. We will engage thinkers who offer fundamental insights as to the violence, exploitation, and systemic abuse of power, essential to capitalism; linking these insights to real-world examples of how this affects all people, but especially the oppressed and marginalised; while envisioning and experimenting with socially just models and understandings

that can bring about authentic societal transformation. **ATTRIBUTES: Core Theology, DIV 1, Peace & Justice**

29341 VSB 2100-001 SOCIALLY JUST BUSINESS LEADERSHIP

MW 4:45-6:00 Ferraro

Innovative cross-disciplinary seminar that integrates social justice teachings into business disciplines like economics, accounting, finance, marketing, management, and MIS. Students engage in the practice of intergroup dialogue to process course content personally and collectively **ATTRIBUTES: Core History, Core Social Science, Management, Africana Studies, Peace & Justice; Race, Justice, Dialogue**