

**CENTER FOR PEACE AND JUSTICE EDUCATION
FALL 2024**

Courses as of 4/3/24 -- 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

25723 PJ 2250-001 VIOLENCE & JUSTICE IN THE WORLD

TR 1:00-2:15 Horner

This course starts with the presumption that violence and justice have been woven into the human experience so deeply that they are now integrated into our human nature. This course will seek to understand the mechanics of human violence and justice at the practical, philosophical, and theological levels. It will explore violence as a human phenomenon and examine its expressions in racial, sexual, political and religious forms. It will also evaluate various models of justice and fairness - from the more ancient (Hebrew Bible, the early Christian movement, and Sharia) to the more modern examples (Truth and Reconciliation Committee in South Africa, Gacaca courts of Rwanda, Catholic Social Tradition in Central America, and Mass Incarceration in the U.S.). The course will also encourage students to envision ways of increasing justice in the world. Students are expected to engage actively in class discussions. Students will write weekly journals, submit a take-home midterm, and a research essay that can be shared with the class.

ATTRIBUTES: Core Theology

25724 PJ 2700-H01 PEACE & PEACEMAKERS

MW 3:20-4:35 McCarraher

Classical and contemporary examples and approaches to peacemaking in response to injustice and social conflict. Issues to be considered include the nature and significance of nonviolent struggle, political reconciliation, and the role of religion in shaping moral action for social change. **ATTRIBUTES: Honors Seminar**

25725 PJ 2800-001 RACE, CLASS, & GENDER

TR 11:30-12:45 Delboy Zenteno

25726 PJ 2800-002 RACE, CLASS & GENDER

TR 2:30-3:45 Lobosco

This class will explore the inequalities that exist in the U.S. resulting from the different realities of the intersections of race, class, and gender. We will study the way society shapes how we understand and experience these categories of social difference, with a central focus on the ideas of oppression, privilege, and exclusion. The content of this class will include foundational and

contemporary literature from diverse cultures and different disciplines that describe, analyze, and offer potential solutions to the experiences, practices, and policies that continue to perpetuate division among people. To that end, the perspective presented will be that of the most vulnerable to systems of power that serve to deny and devalue them. It is expected that we will remain open, responsible, and respectful of all points of view. The plan for this class may change based on the needs of the learning community. The learning community includes the students and the professor. **ATTRIBUTES: Cultural Studies, Philosophy, DIV 1, DIV 2, Africana Studies, Gender & Women's Studies**

25727 PJ 2993-001 INTERNSHIP (3 CREDIT)

Getek Soltis

25728 PJ 2993-002 INTERNSHIP (6 CREDIT)

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

**25729 PJ 3000-001 TOP: RACE, JUSTICE, & DIALOGUE: AGITATING FOR JUSTICE
MW 4:45-6:00 Washington-Leapheart**

This course is a Race, Justice & Dialogue Course (RJDC), which is an innovative and uniquely designed course that draws from social justice teachings of antiracism to frame the course content. The course integrates three major components: modules that introduce students to questions of power and difference through the lens of race, dialogue sessions led by a trained facilitator that allow students to explore their identities as well as those of others in an open and engaging way, and course content regarding how to agitate for justice. Specifically the course explores the phrase “faith-rooted” to describe a style of organizing and action work that is shaped by faith principles and practices. We will investigate faith-rooted community organizing as a response to social justice and the role that Christian theologies have and do play in agitating for justice. Students will ultimately use their analysis of Christian theologies and faith-rooted frameworks, methods, practices, and outcomes to brainstorm ideas for organizing at Villanova and beyond. **ATTRIBUTES: DIV 1; Race, Justice, & Dialogue**

**25730 PJ 4000-001 THE NATURE OF GENOCIDE
MW 3:20-4:35 Horner**

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: DIV 3, Core Theology, Cultural Studies**

25731 PJ 5000-001 TOP: POVERTY, POLICY, LAW, & SUSTAINABILITY

TR 8:30-9:45 Sena

The goal of Poverty Policy, Law, and Sustainability is to encourage students to identify and mitigate the risks of class and race-based polarization, discrimination, and mass violence. We will interrogate lines of continuity from historical to present-day cases, to understand the ways in which the past influences present policy and legal doctrine and facilitates or mitigates poverty and inequity. This course explores the ways in which we may offer restitution to impoverished communities and individuals in the United States. We will connect current systems of homelessness and poverty to the United Nations and Villanova University Sustainable Development Goals (found here:

<https://www1.villanova.edu/content/university/president/sustainability-plan/sdgs.html>)-

especially the goals related to poverty and inequity. **ATTRIBUTES: DIV 1, DIV 2, Sustainability-Policy Stem**

25732 PJ 5000-002 TOP: GROWING INTO JUSTICE THROUGH AGRICULTURE

TR 10:00-11:15 Armon

Join us for readings, discussions, work on local farms, and multi-media learning to explore ecologically sound food and agriculture and their relationship to sustainable and socially responsible lifestyles. We will examine provocative viewpoints on food ownership, production, and rights as they relate to human wellbeing, poverty, and environmental issues. Topics will include food justice and food security, urban food deserts in Philadelphia and elsewhere, human health, biodiversity, industrial agriculture, permaculture, and global water issues. Consideration of how religious, political, and economic belief systems impact agricultural practices and food availability will be woven throughout the course as we read, discuss, watch films, visit local farms, and hear from guest speakers who are active in sustainable agriculture. Farm work at local urban farms will be a significant aspect of the course and will accommodate students' schedules as best as possible. **ATTRIBUTES: Cultural Studies, Environmental Studies, Env Stud-Cat A: Required, DIV 1**

25733 PJ 5600-001 INDEPENDENT STUDY

Getek Soltis

COURSES CARRYING P&J ATTRIBUTE

24065 BIO 1950 TOP: RACE SCIENCE IN BIOLOGY

MW 1:55-3:10 Shirangi

The content of this Race, Justice & Dialogue Course is anchored in teachings of social justice and antiracism, and integrates three major components: (1) modules that investigate questions of power and difference through the lens of race; (2) dialogue sessions led by a trained facilitator that center student experience as knowledge and allow students to explore their identities and those of others in an open and engaging way; and (3) course content examining the presence of race science in biology and medicine—the belief that meaningful biological differences exist between the races. The course explores the existence of racist thinking in the history of biology and how scientists today search for significant genetic and biological differences between the races. We explore how early naturalists constructed racial categories and examine the function that race science served in the justification of slavery and colonization. We study the rise and fall of eugenics, how race science transformed after the holocaust, and how that transformation has retained racist ideas in modern studies of genomics, human evolution, and medicine.

ATTRIBUTES: AFR, DIV 1, DIV 3, Peace & Justice

24434 COM 3290-002 RHETORICS OF HATE AND FREE SPEECH

MW 3:20-4:35 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: DIV 1, Peace & Justice, Writing and Rhetoric

24445 COM 3357-001 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

24446 COM 3357-001 CRITICAL ADVERTISING

MW 1:55-3:10 Shome

Commercial advertising, in its varied forms, is a pervasive influence in contemporary societies. As a component of a larger consumer culture within which we live, advertising informs and structures our quotidian choices, influences our relations with each other and penetrates intimate spaces of our lives. This course defines a cultural approach to the study of advertising as a means to understand advertising and branding as central components in capitalist economies and indicators of cultural attitudes and ideologies. This course examines consumerism and advertising as social, economic, and cultural forces. Advertising enhances and reproduces a culture of consumption, where “goods” and “commodities” are valued over social relations. Advertising is creating, what scholars term, “consumer citizens” where citizenly belonging is being reframed through a consumption logic instead of democratic sensibilities. What are the implications of the dominance of such a consumption logic in a democracy? This course offers a critical investigation into the ways in which advertising as an ingredient of consumer culture influences, informs and reproduces our culture of consumption, how it encourages us to become and perform as ‘consumers’, and the role that such consumerist logics play in shaping our identity, lifestyles and our sense of a “good life.” **ATTRIBUTES: CST, GWS, Peace & Justice**

24451 COM 3390-001 BLACK HORROR

TR 4:00-5:15 Harris

This course will explore the intersection of race, horror, and communication. As we dive into the rich history, themes, and cultural significance of blackness in cinema, we will further examine the role of race in the horror genre. More specifically, this course will examine how Black Horror challenges societal norms and conveys necessary messages to the audience about social justice issues and the historical misconceptions of Black people based on targeted violence. In

this class, we will confront the varieties of oppression in order to critique the normative approaches to peace in cinema and marginalized storytelling by showing how “Black History is Black Horror.” Overall, this course offers a unique opportunity to explore the complexities of representation, social commentary, and artistic expression within the context of black horror cinema. **ATTRIBUTES: Peace & Justice**

24456 COM 3449-001 ORGANIZING FOR REPRODUCTIVE JUSTICE

TR 4:00-5:15 Way

Recent uproar over the “unprecedented” traumas that have characterized the past decade has brought attention to the ways historically marginalized communities are disproportionately harmed by structural failures. Nowhere are these disparities more evident than in reproductive healthcare, where people of color, LGBTQ+ folks, and low-income communities face lower quality care and discrimination that lead to worse health outcomes and higher death rates. While this paints a bleak picture, nearly half of the morbidity events and mortalities associated with childbirth are preventable making quality of healthcare a critical focus for organizational communication scholars. Though communication is a broad field of study with many areas of interest, communication scholars are united by a constitutive approach that posits through communication we construct the world around us. This perspective along with a commitment to social justice compels us to consider how communication constructs all sorts of systems (like healthcare) and how we might reconstruct them to address disparities and promote social justice. Organizational communication teaches students to consider how phenomena are outcomes of social structures (e.g. language, use of space, policies) and how they are (re)produced at an organizational, institutional, or societal level. Thus, students will come to understand the history and practice of reproductive healthcare by looking at the structures that have resulted in systemic injustice and harm. **ATTRIBUTES: Peace & Justice; Race, Justice, Dialogue; GWS**

24463 COM 3465-001 TOP: RACE, JUSTICE & ADVERTISING

MW 1:55-3:10 Pattwell

How do communication campaigns constitute our lives? Our perceptions? Our choices? If we consider them constitutive, who has the power to make them? To perpetuate systems of power and oppression? Or to use campaigns to advocate for more inclusive and equitable communities? No where do we see these campaigns more than the advertising that saturates our daily lives. As the communicative component of capitalism and consumer culture, it is powerful in both reflecting and shaping social norms. While representation *in* advertising will be central to the course, we will also explore its consequences – how representation contributes to how we see ourselves and one another and reveals shifting cultural meanings. We will consider the role advertising has in creating unequal economic, political, and social systems; for example, how ethnically targeted food and beverage marketing to minority youth has documented ties to adverse health outcomes. As allies, students will reflect on how anti-racist marketing can be used to support more racially equitable marketplaces and how to bring a solution mindset not only to a client’s advertising needs, but to the inclusion issues that have plagued the field for decades, centuries even. This course, a section of Villanova University’s Race, Justice, and Dialogue Course (RJDC), utilizes an antiracist framework that offers a foundation for the approach, content, and assignments. Throughout the semester students will participate in dialogue sessions

led by a trained dialogue facilitator. The dialogue experience is meant to serve as a regular space for relationship and community building, exploration, and understanding of the self and others. **ATTRIBUTES: Peace & Justice; Race, Justice, Dialogue**

24464 COM 3490-001 FACILITATING DIALOGUE

MW 8:00-9:15 Cardwell

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**

24465 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY

TR 1:00-3:30 Lewis

24466 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY

TR 1:00-3:30 Romero

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**

26410 COM 5300-100 DIALOGUE ON IDENTITY AND SOCIAL JUSTICE

T 6:15-8:15 Bowen

26460 COM 5300-101 DIALOGUE ON IDENTITY AND SOCIAL JUSTICE

M 6:15-8:15 Bowen

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/hsxismGGea>.

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).

24493 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**

24500 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY

MWF 10:40-11:30 Carroll

24501 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY

MWF 11:45-12:35 Carroll

24502 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY

MWF 12:50-1:40 Carroll

24503 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY

MW 1:55-3:10 Remster

24504 CRM 1001-005 INTRODUCTION TO CRIMINOLOGY

MW 3:20-4:35 Osborn

24505 CRM 1001-006 INTRODUCTION TO CRIMINOLOGY

TR 10:00-11:15 Avila

24506 CRM 1001-007 INTRODUCTION TO CRIMINOLOGY

TR 11:30-12:45 Avila

24507 CRM 1001-008 INTRODUCTION TO CRIMINOLOGY

TR 2:30-3:45 TBA

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**

24508 CRM 3001-001 JUSTICE AND SOCIETY

MWF 9:35-10:25 Arvanites

24509 CRM 3001-002 JUSTICE AND SOCIETY

MWF 10:40-11:30 Arvanites

24510 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: Core Social Science, DIV 1, Peace & Justice, Pre-Law Concentration**

24516 CRM 3900-001 RACE, CRIME & JUSTICE
TR 1:00-2:15 Welch

In this course, students will examine the complex inter-relationships between race, crime, and the justice system within American social and political contexts. Students will build their analytic and critical thinking skills about important race and criminal justice matters that continue to polarize. This class will weigh the value of facts over opinions in light of historical socio-political context. Although we will examine the role of individual behavior when it comes to crime, victimization, and social responses to those events, we will move beyond simplistic individualistic ideas about race and racial bias and examine whether and to what degree racial inequality and racism are at the root of criminal justice practices that disparately effect racial and ethnic minorities. Further, we will evaluate to what extent our social and political institutions contribute to evident inequalities. Using a broad perspective, students will assess how racial disparities in crime and justice both reflect and contribute to racial and social injustice.

ATTRIBUTES: Peace & Justice

24594 CST 2100-003 INTRODUCTION TO CULTURAL STUDIES
MW 4:45-6:00 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: Peace & Justice, Writing and Rhetoric, DIV 3**

24729 ECO 3127-001 DEVELOPMENT ECONOMICS
MW 4:45-6:00 Reimao

The world has become much richer over the past century as many countries have achieved unprecedented rates of economic growth. Yet, countries have grown at different rates and there remain many poor countries and countries with many poor people. This course examines the process of economic development, including measurement, causes, and consequences of poverty at the country and individual levels. Naturally, we must acknowledge the historical effect of unequal power structures at both the macro and micro level. While this course will use mathematical models throughout, each issue will also be tied to policies that have been implemented either today or previously. The first part of this course will cover the concepts of economic development, poverty, and inequality – and how to measure these. Next, we will

briefly study randomized control trials (RCTs) as an impact evaluation method that has been increasingly used in development economics over the last 30 years to measure “what works” and the impact a given program might have. This base is then used to discuss other areas of development economics, including education, health, agriculture, finance, gender, and technology. Next, we take a moment to discuss the efficacy of policies in these areas in the face of historical systems and the notion of institutions. We will close with a view towards the future, accounting for increasing globalization and policies on the movement of goods and labor.

ATTRIBUTES: Peace & Justice, Core Social Science, DIV 3, ECO

24748 EDU 2202-001 SOCIAL FOUNDATIONS OF EDUCATION II

TR 10:00-11:15 Baker

24749 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

24756 EDU 3263 DIVERSITY AND INCLUSION

TR 8:30-9:45 Skrlac Lo

24757 EDU 3263 DIVERSITY AND INCLUSION

TR 10:00-11:15 Soutter or Skrlac Lo (TBD)

An investigation of the complex issues of race, culture, gender, sexual orientation, and special education through intellectual inquiry and study. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education, gender education, and special education. **ATTRIBUTES: Africana Studies, Core Social Science, GWS, Peace & Justice**

24758 EDU 3264-001 INTRODUCTION TO DISABILITY STUDIES

TR 1:00-2:15 Bialka

24759 EDU 3264-002 INTRODUCTION TO DISABILITY STUDIES

TR 2:30-3:45 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 the 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, Gender and Women's Studies, DIV 1, Peace & Justice, Service Learning

24795 EGR HON 1200 ENGINEERING INTERDISCIPLINARY PROJECT

T 6:15-8:55 Comolli

Core engineering concepts and project-based introduction to engineering course for freshmen engineering majors. First half of semester is lecture/project format emphasizing core concepts and math. Second half consists of an elective interdisciplinary project. Student choose from among several of these. **ATTRIBUTES: EGR, HON, Peace & Justice**

24850 ENG 1975-016 CLWS: RACE & ETHNICITY IN AMERICAN LITERATURE

TR 10:00-11:15 Takahata

24853 ENG 1975-019 CLWS: RACE & ETHNICITY IN AMERICAN LITERATURE

TR 2:30-3:45 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, DIV 1, Peace & Justice**

24863 ENG 2043-001 WORLDWIDE POP CULTURE AND RESISTANCE

MW 3:20-4:35 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**

24866 ENG 2304-001 CONT. WORLD LIT & ENVIRONMENT

TR 2:30-3:45 Sewell

This course considers emerging directions in contemporary literature and film and pressing questions about the future of “nature” and the problems of global climate change. Drawing from a range of fields including environmental humanities, critical race theory, indigenous studies, and postcolonial studies, we will take an interdisciplinary approach, exploring the ways fiction writers, poets, journalists, filmmakers, scientists, philosophers, and other thinkers from around the world are responding to and grappling with ecological crisis. Exploring what Lawrence Buell terms “the environmental imagination,” we will study the narratives of individuals and communities affected by and responding to economic and environmental problems on local, national, and international levels, asking how creative works about climate change and global environmental disaster can help us confront related issues of imperialism, neoliberal capitalism, environmental justice, and structural inequalities of race, class, gender and sexual identity. We will also consider genre, asking which artistic and literary forms can help us approach and think about a subject that is so difficult to grasp. Through readings, conversation, and written reflection, we will attend to the ways literary and other creative forms both encapsulate and reveal environmental change and pursue a series of questions: How have writers from around the world imagined and depicted wilderness, toxicity, and interconnection? What are the political and social consequences of their visions? How have their portrayals of the environment influenced how we use and value it? What role can art and literature play in countering cultural ignorance? How are artists, writers, filmmakers, scientists, journalists, and philosophers using culture to (re)imagine different worlds and futures? Requirements include bi-weekly blog posts, a midterm essay, a final project, and two in-class presentations. **ATTRIBUTES: Peace & Justice, Sustainability Minor, DIV 3**

24876 ENG 4000-001 AMERICAN LITERARY TRADITION 1: MAKING “AMERICAN” LITERATURE

TR 1:00-2:15 Takahata

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, DIV 1**

24877 ENG 4646-001 #REPRESENTATIONMATTERS: RACE AND ETHNICITY IN CONTEMPORARY AMERICAN LITERATURE

TR 4:00-5:15 Lee

#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, DIV 1**

24878 ENG 4651-001 LIVES OF THE UNDOCUMENTED

TR 1:00-2:15 Wangmo

In this course we will center the lived experiences of being undocumented as represented by those who were, or who remain without legal documentation in the U.S. Through memoir, interdisciplinary creative and theoretical essays, we will attempt to discuss how the perspective from undocumented Americans are crucial to understanding citizenship, democracy, and belonging in the U.S. As the course title suggests, we will look to the works of undocumented Americans—those who are legally viewed as external to the nation—as integral to understanding the nation, who contribute to changing the history of the nation, and are subjects of knowledge production. We will ask questions in class including: How does memoir help us understand belonging and place and what do life stories tell us about policies and how they shape individual lives? Where do we find possibility for change when faced with the history of unequal relationships between dominant white citizens and racialized noncitizens? Who are the main institutions and what are the policies involved in making and unmaking citizens? What does the genealogy of citizenship in the U.S. and these memoirs tell us about who is valued and who is viewed as a threat to the national culture and national body? **ATTRIBUTES: Cultural Studies, Latin American Studies, Peace & Justice, DIV 1**

24882 ENG 4705-001 LITERATURE OF ADDICTION AND RECOVERY

F 9:00-12:00 Foster

24882 ENG 4705-001 LITERATURE OF ADDICTION AND RECOVERY

MW 10:40-11:30 Foster

The course brings Villanova students into learning community with incarcerated men living in the recovery wing of SCI Chester, a medium security prison thirty minutes from campus. Together, we will engage in the reading and discussion of memoirs, fiction, and poetry authored by individuals with substance use disorders and those in recovery. We will examine these literary works within a broader framework that includes perspectives from psychotherapists, doctors,

historians, activists, and philosophers. Our term will be structured around three interconnected themes: the diverse causes of addiction, the lived experiences of individuals grappling with addiction, and the various approaches to treatment and recovery. Throughout, students will delve into concepts such as harm reduction, shame, and trauma, while also exploring the impact of U.S. cultural norms and policies on individuals with addiction, particularly in terms of race and economic status. **ATTRIBUTES: Peace & Justice**

24930 ETH 3010-001 NATIVE AMERICAN ETHICS, RELIGIOUS TRADITIONS, AND MOVEMENTS POST-CONTACT

TR 10:00-11:15 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**

24931 ETH 3010-002 ANIMAL ETHICS

TR 2:30-3:45 Covey

For much of Western history, philosophers and theologians alike have held that humanity is a species set apart from all others. The human being is the only animal (if an animal at all) with the capacity for reason, for language, and for religion—and the only animal made in the image of God. This belief in the special status of the human has been invoked to justify the instrumental use of other animals for food, clothing, medical testing, and entertainment. But is it accurate? Are we as unique as we think we are? Did God create the other animals as mere means to human ends? Does how we treat other animals matter? In this course, we will explore the anthropocentric assumptions of Western society and the challenges posed to those assumptions by ethicists, theologians, animal scientists, and activists. We'll trace the dominant philosophical and Christian theological approaches to concern for animals, from the birth of the contemporary animal rights movement in the 1970s to feminist and antiracist approaches to veganism today. The course asks whether humans and other animals can enjoy mutual flourishing, how we ought to respond when interests come into conflict, and whether morality itself might be a function of the animal? **ATTRIBUTES: Core Theology, Peace & Justice**

24799 EGR 2930-001 CATHOLIC SOCIAL TEACHING FOR ENGINEERS

MW 1:55-3:10 Punzi

Tradition and key themes of Catholic Social Teaching and how engineers can incorporate these themes in developing solutions to engineering problems. Engineering topics and case studies will be analyzed, with emphasis on a comparison of "greater good" and "common good". Enrollment is restricted to EGR students. For possible enrollment options for Science majors, please contact vito.punzi@villanova.edu **ATTRIBUTES: Peace & Justice**

25078 GIS 2000-001 INTRO TO GLOBAL INTERDISCIPLINARY STUDIES

MW 3:20-4:35 Badenoch

25079 GIS 2000-002 INTRO TO GLOBAL INTERDISCIPLINARY STUDIES

MW 1:55-3:10 Rivera Hernandez

25080 GIS 2000-003 INTRO TO GLOBAL INTERDISCIPLINARY STUDIES

TR 8:30-9:45 TBD

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 3, Peace & Justice, Social Science Elective, Writing Enrichment, Writing and Rhetoric**

25091 GWS 2050-001 INTRO TO GENDER STUDIES

TR 1:00-2:15 Lutes

25092 GWS 2050-002 INTRO TO GENDER STUDIES

TR 10:00-11:15 Abugideiri

25093 GWS 2050-003 INTRO TO GENDER STUDIES

MW 4:45-6:00 Perry

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**

25094 GWS 2060-001 INTRO TO LGBTQ STUDIES

TR 8:30-9:45 Ma Jingchao

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, DIV2, Peace & Justice**

24996 GEV 3001-001 INTRODUCTION TO SUSTAINABILITY STUDIES

TR 8:30-9:45 Lynch

24997 GEV 3001-002 INTRODUCTION TO SUSTAINABILITY STUDIES

TR 11:30-12:45 Lynch

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**

25101 HIS 1065 GLOBAL ENVIRONMENTAL 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

25104 HIS 1150 SLAVERY IN THE MODERN WORLD

TR 4:00-5:15 Giesberg

In 1865, as American slavery was finally coming to an end, Philadelphia abolitionist Robert Purvis said we must “remain at your post until slavery goes down so effectually that about it we can have no question or doubt.” (National Anti-Slavery Standard, 5-20-1865.) This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery’s aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

ATTRIBUTES: Core History, Peace & Justice

25106 HIS 1155-001 BLACK FREEDOM STRUGGLE

MWF 8:30-9:20 Bridges

25107 HIS 1155-002 BLACK FREEDOM STRUGGLE

MWF 9:35-10:25 Bridges

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**

25114 HIS 1165 GLOBAL MIGRATION

MWF 10:40-11:30 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

25115 HIS 1165 GLOBAL AFRICA IV

TR 10:00-11:15 Keita

Global Africa 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 second part to this 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 witness to informed judgment substantiated by an array of evidence. **ATTRIBUTES: Core History, Peace & Justice, Africana Studies**

25120 HIS 1165 GLOBAL MARKETS, EQUALITY, AND INEQUALITY

100% Online-Asynchronous 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**

25129 HIS 2278 NATIVE AMERICAN HISTORY

MW 3:20-4:35 Rosier

The story of Native America is one of imperial expansion, adaptation, resilience, resistance, and renewal. In reading Native American voices found in primary documents, autobiography, fiction, film, case studies and narrative history we will explore Indian cultures, intercultural relations, assimilationist tendencies in federal policy, intra-tribal social conflict, shifting ethnic identities, gender relations, environmentalism, and self-determination movements. The course objectives are four-fold: examine the important political, economic, cultural and social changes that have occurred in Native America since 1491 (or thereabouts); critically assess the history of federal Indian policy; analyze primary sources, the raw materials of history; and utilize diverse materials in writing a research paper. In the process we will gain the perspective of Native Americans, re-think American history, and sharpen our analytical and communication skills. This is not a lecture course. Together we will investigate the various dimensions of the Native American experience and the contours of Indian-white relations. Grades will be based on a midterm and final exam, class participation, short essays, and a research paper. **ATTRIBUTES: Peace & Justice, DIV 1**

25130 HIS 2291 AFRICAN AMERICAN HISTORY DURING SLAVERY

TR 2:30-3:45 Williams

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: Cultural Studies, Peace & Justice, DIV 1

25174 HUM 2002-001 HUMAN PERSON

TR 1:00-2:15 H. 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. **ATTRIBUTES: Peace & Justice, Public Service Administration**

25176 HUM 2004-001 SOCIETY

TR 2:30-3:45 Ogle

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, Public Service Administration**

25179 HUM 2900-003 LINCOLN & DOUGLAS(S)

MW 1:55-3:10 Mitchell

Can one be politically efficacious while retaining one's moral principles? When is compromise unacceptable? In this course, we will examine three prominent American antebellum and Civil War figures: Stephen A. Douglas, Abraham Lincoln, and Frederick Douglass. We will begin by examining the debates over slavery during the founding and antebellum periods and discuss Stephen Douglas's support of popular sovereignty. Then we will turn to Lincoln to understand his disagreement with Douglas and why he thought that the issue of slavery required a principled stance beyond the popular vote. Last, we will consider Frederick Douglass's moral arguments for abolition and equality, as well as his relationship to Lincoln and America more broadly.

Throughout the course, students will engage with constitutional theory, U.S. antebellum history, and the abolitionist movement. They will grapple with important questions about leadership and character, the relationship between politics and morality, and race in the United States.

ATTRIBUTES: Peace & Justice, Political Science

25236 MAT 1280-001 MATH OF FAIRNESS

MW 1:55-3:10 Pollack-Johnson

25236 MAT 1280-002 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**

25500 NUR 1105-001 SOCIAL JUSTICE & HEALTH EQUITY

M 2:00-4:00 Mackenzie-Greenle

25500 NUR 1105-002 SOCIAL JUSTICE & HEALTH EQUITY

W 2:00-4:00 Furman & Polidori

25500 NUR 1105-003 SOCIAL JUSTICE & HEALTH EQUITY

F 2:00-4:00 Bradley & Sexton

Exploring how social justice issues affect nursing, patients, and society is integral to developing the nursing profession. Students will examine how differences such as class, gender, and ability contribute to inequalities in healthcare and society.

ATTRIBUTES: RJDC, Peace & Justice

25620 PHI 2115-001 ETHICS FOR HEALTH CARE PROFESSIONALS

TR 8:30-9:45 Bujno

25621 PHI 2115-002 ETHICS FOR HEALTH CARE PROFESSIONALS

TR 11:30-12:45 Bujno

This course serves both as an introduction to philosophical ethics and its application to clinical case studies. Though primarily intended for future medical professionals, students in other disciplines will find the course thought-provoking. While developing skills in logic and critical thought, the student should expect to consider various applications for the ethics of care and wellness. Those will include medical consent and privacy, maternal/fetal care and end of life/futility, testing and research, mental health and disability, access and allocation, along with emergent bioethical topics. Fundamental questions of life will also be addressed, such as what it means to be ethical and what constitutes personhood. An underlying ethos of the course is to align professional medical care with respect and dignity for the patient as a person.

ATTRIBUTES: Peace & Justice

25622 PHI 2115-003 ETHICS FOR HEALTH CARE PROFESSIONALS

TR 1:00-2:15 Koch

This course explores contemporary ethical issues in medicine and health care through case analysis, academic research, and class discussion. Students will develop the philosophical tools and sensitivities needed to assess and resolve complex ethical situations, with a particular focus on those situations that are commonly encountered by clinicians and

researchers throughout their careers. While this course is primarily designed for future clinicians, other interested students are welcome to participate as well. **ATTRIBUTES: Peace & Justice**

25623 PHI 2115-004 ETHICS FOR HEALTH CARE PROFESSIONALS

TR 2:30-3:45 Napier

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

25625 PHI 2121-001 ENVIRONMENTAL ETHICS

MWF 9:35-10:25 Lau

25626 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, Envmt Elect, GEV Soc Sc & Humanities, Sustainability-Humanities Stem, Peace & Justice**

25630 PHI 2420-001 PHILOSOPHY OF WOMEN

MW 1:55-3:10 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, Gender and Women's Studies, Peace & Justice**

25641 PHI 3720-001 MARX & MARXISM

MW 3:20-4:35 Singh

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

25753 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**

25758 PSC 3165-001 BLACK POLITICAL ECONOMY

M 6:15-8:55 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**

25811 PSY 2900-002 POWER AND PRIVILEGE

TR 11:30-12:45 Yantis

This course examines societal inequality in the US by focusing on those who are privileged within it by virtue of their race (e.g., White; light-skinned), gender, and/or power over others (e.g., CEOs). We will explore social psychological theories and findings, grounded in critical history, that explain how power and privilege create and sustain inequality at individual, interpersonal, and institutional levels. Students will also learn how people who benefit from privilege have the power to combat inequality. **ATTRIBUTES: Deaf Studies Track, DIV I, Disabilities Track, Peace & Justice**

25579 PA 2000-001 PUBLIC POLICY

MW 1:55-3:10 Miltenberger

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, Social Science, Sustainability-Policy Stem**

25580 PA 3000-001 OVERVIEW OF THE NONPROFIT SECTOR: ACTIVITIES AND IMPACT

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**

25974 SPA 2993-100 COMMUNITY INTERPRETER INTERNSHIP

W 5:20-7:20 Diego Rivera Hernandez

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**

26708 SPA 3412-001 SUSTAINABILITY IN LATIN AMERICA

TR 2:30-1:45 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: Latin American Studies, Peace & Justice, DIV 3, Sustainability-Humanities Stem**

26119 THL 4490-001 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**

26124 THL 5003-002 THE CHURCH AND TRANSFORMATION

MW 1:55-3:10 Getek Soltis, Joseph

In this course, students will uncover histories of change within the Roman Catholic Church. This course will take place during a remarkable moment in the Church's history - the Global Synod on

Participation, Communion, and Mission - which has been unfolding around the world since October 2021 and culminates in October 2024 with a gathering of the world's Bishops in Rome. This course will explore the dynamics of constancy and adaptation in the Church's history and will recognize the contributions of lay people, particularly women, in advocating for change around a variety of issues: sexism, racism, peacebuilding, environmental justice, gender justice, etc. We will first examine how the Second Vatican Council led to immense changes in the Catholic church during the 20th century. We will also learn from global thought leaders about the history, process, and viability of "synodality" as a way of being a global Church in the 21st century. Students will explore these ideas on the ground in Rome during Fall Break, along with pilgrims from around the world headed there to witness the culminating days of this three-year process. Whether you embrace the tradition, question its relevance, approach in curiosity, or wrestle with faith, all voices are welcomed and find value in this community of learning. NOTE: Permission of Instructor required. This is an embedded course that includes a trip to Rome, Italy during Fall Break There are additional travel fees of \$2,000 associated with this course which includes airfare and lodging. \$450 of this fee is non-refundable. Need-based scholarships are available. Students must also enroll in THL 6200-001 (Service Learning Practicum , 1-credit) as a co-requisite for this course. **ATTRIBUTES: Peace & Justice, Core Theology**

26126 THL 5003-004 VISION OF CHURCH OF POPE FRANCIS

TR 8:30-9:45 Lydon

Pope Francis has challenged the Church to look at our world and revision the Church's outreach in fidelity to its long tradition. There is much controversy in some sectors of Church and society about possible changes. But what does he actually say? What is the challenge of Christ's Church in its service to humanity. How does this challenge our own thinking? This course will explore seven main themes in the pope's writings and why this is considered by some as a paradigm shift for the Church in the 21st Century: 1)A poor Church for the poor, 2)The Church and the Cry of the Earth, 3)A Synodal Church of Dialogue, 4)A Missionary Church, 5)A Church of Inculturation, 6)A Church of Mercy, 7)A Church of Prayer and Action **ATTRIBUTES: Core Theology, Peace & Justice**

26127 THL 5004-001 CHRISTIAN BIOETHICS, RACE, AND GENDER

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: Core Theology, DIV 1, DIV 2, Gender and Women's Studies, Peace & Justice

26128 THL 5004-002 THEOLOGY, CAPITAL, AND INJUSTICE

TR 10:00-11:15 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**

26129 THL 5004-003 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, DIV 1, Peace & Justice**

26298 VSB 3500 SOCIALLY JUST BUSINESS LEADERSHIP

MW 4:45-6:00 Ferraro

Contemporary issues and topics impacting the business environment.
ATTRIBUTE: Peace & Justice