

37369 PJ 3000-001 TOP: BORDERS, IDENTITY & JUSTICE: NORTHERN IRELAND, ISRAEL, PALESTINE

TR 11:30-12:45 Potok

War in Gaza. Terrorism in Israel. Occupation in Palestine. Religious and political segregation in Northern Ireland. These are the markers of fundamental, even existential, conflicts about borders and national identity that permeate daily life in these geographical regions. Our readings, discussions, and dialogue in this course will take an intersectional approach to these social justice issues in connection with questions of race, dispossession, and erasure; borders, body politics, and the politics of identity; segregation and mass incarceration; and global environmental inequity. Readings include works of literature and film, essays on border studies and historical-political contexts, political cartoons, documentary videos, and podcasts. “Borders, Identity & Justice” is part of the Race, Justice & Dialogue Course (RJDC)-2 (t), o7-2 (gi)-2 s (oba)4 (l)dJ1 o7-2

identify, analyze, invent, augment, and/or challenge the complex array of discourses on social

36153 COM 3450-001 SEXUAL VIOLENCE AS AN ORGANIZATIONAL PHENOMENON

TR 10:00-11:15 Way

This course considers sexual violence as an organizational (rather than individual or interpersonal) phenomenon. Students utilize organizational theories and perspectives to examine violence as a material and symbolic structural process before employing organizational communication theories and approaches to consider how sexual violence is organized, perpetuated, complicated, and resolved through communication. The course examines recent and ongoing examples of organizational sexual violence (including USA Gymnastics, the Catholic Church, the Boy Scouts of America, etc.) before turning their attention to the phenomenon of campus sexual assault and students' own beliefs and practices that perpetuate and maintain violence. The final project asks students to design an organizational intervention addressing campus sexual assault. **ATTRIBUTES: DIV 2, GWS, Peace & Justice**

36170 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/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)**

36192 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY

MWF 9:35-10:25 Carroll

36193 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY

MWF 10:40-11:30 Carroll

36194 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY

MWF 11:45-12:35 Carroll

36195 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY

TR 10:00-11:15 Avila

36196 CRM 1001-005 INTRODUCTION TO CRIMINOLOGY

TR 11:30-12:45 Avila

36197 CRM 1001-006 INTRODUCTION TO CRIMINOLOGY

MW 3:20-4:35 Remster

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**

36198 CRM 3001-001 JUSTICE AND SOCIETY

MWF 11:45-12:35 Hannon

36199 CRM 3001-002 JUSTICE AND SOCIETY

MWF 12:50-1:40 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, Social Science A & S Core**

36203 CRM 4000-001 TOP: QUEER CRIMINOLOGY

TR 4:00-5:15 O76 0 nt

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36432 EDU 2202-001 SOCIAL FOUNDATIONS OF EDUCATION II

TR 11:30-12:45 Baker

36433 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

36441 EDU 3263 DIVERSITY AND INCLUSION

TR 8:30-9:45 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

36436 EDU 3220: YOUNG ADULT LITERATURE (LIT IN CLASSROOMS)

R 05:20 PM - 07:20 PM 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: GWS, Disabilities Track, Peace & Justice

36551 ENG 4655 CONTEMPORARY LIT & FILM IN TRANSLATION

TR 4:00-5:15 Perry

To gain a solid understanding and appreciation of the way translation works, students in this course will study poetry and prose translated into English, subtitled film, and theories of translation. Our primary focus will be on literature and film by or about women, with the theme of “love and desire.” As such, questions of gender, race, sexuality, and power will also be central to our work. Students can expect to encounter literature and film translated from (to name a few) French, Portuguese, Cantonese, and Be(pow)es2 (y,)TR(e)6 ()-10 (a)6(e)4 ()TJeBj0.83 (s)-42 ()-18IE 0 Td()T

perspectives and experiences of women, nondominant, and/or marginalized languages and groups; use an intersectional, feminist framework to analyze and critique the way power and privilege manifest in literature and film in translation, particularly the way issues of gender, race, and sexuality are depicted in texts and in translation practice. **ATTRIBUTES: GWS**

36519 ENG 1975-015 CORE SEM: WORK/PLAY LATINX LIT

TR 8:30-9:45 Dowdy

This course studies Latinx literatures and cultures by attending to a paradox. On the one hand, the U.S.'s sixty million Latinos have been depicted as an ascendant power in political, cultural, and economic life. On the other hand, Latinos have been reviled, scapegoated, othered, and made abject in media rhetoric and public policy. Latinx workers are frequently accused of "stealing" Americans' jobs. Migrants are portrayed as an "invasion" of "low-skilled" cockroaches, even as the persistent exploitation of undocumented labor jostles against the dehumanizing terminology of "illegal aliens." Studying fiction, nonfiction, poetry, and genre-bending texts and performances by Chicana/o (Mexican American), Puerto Rican, Cuban American, and Latina/o/x writers of other national origins, the course will ask: How has Latinx cultural production inscribed and sometimes joyously subverted language, border, and immigration politics from the 1960s to the present? How have Latinx texts understood the U.S.'s obsessions with work and play? How have Latinx writers been seduced and repelled by the idea of the "American Dream"? How have Latinx artists configured alternative modes of belonging in the face of exclusion, making art against injustice while theorizing just worlds beyond the present arrangements.

ATTRIBUTES: Peace & Justice, Latin American Studies, Writing Enriched Requirement, DIV 1

36592 ETH 3010-001: RACE, MIGRATION, AND JUSTICE (RJDC)

TR 02:30 PM - 03:45 Shin

This course critically examines the intersection of race, migration, and justice. In this course, students will engage in critical reflection on the construction of race and its operation with other intersecting systems of social oppression from the perspective of migration. This course explores the moral implications of migration, specifically how it intersects with racialization and social (in)justice. Then, it aims to envision justice reflecting the lived experience of migrants across borders through concrete case studies of migration and race (e.g., forced migration of Native Americans, transatlantic slave trade, environmental migration, and sanctuary movements). This course operates as a Race, Justice, and Dialogue Course, which includes dialogical sessions as essential parts of the course.

class will focus on the following questions: 1. What is the Anthropocene and how should we understand it? 2. What

36759 HIS 1155-001 HISTORY, MEMORY, PROTEST, POWER

TR 4:00-5:15 Duensing

What if we thought about history not as a series of events, facts, and dates, but as a complex and evolving tangle of historical arguments, memories and memorial cultures, mythologies, and processes of forgetting, erasure, and recovery? What if we understood history as a battleground? This course introduces major themes in public history, historical memory, and the politics of the past with a focus on African American history and the legacies of slavery. What gets remembered about Black history and why? How have narratives of African American history and the place of those narratives within U.S. history changed over time? How is the history of slavery and racism woven into the landscape of the United States? Finally, why is this history important and what are the societal implications of ignoring, downplaying, or avoiding learning and discussing these topics? This course not only explores the history of anti-Black racism and violence and other forms of oppression in both U.S. and transnational contexts, but then hones in on how these forces of oppression become embedded in the historical-memorial landscape. In turn, our work together is geared toward becoming more critical, conscientious, and justice-minded scholars and citizens. Our readings feature numerous scholars dedicated specifically to questions of civil and human rights, peace, cultivating solidarity, and forging paths toward liberation in scholarship, public history work and in our everyday lives. **ATTRIBUTES: Peace & Justice, Africana Studies, Core History, CPS PE Approved**

36760 HIS 1155-002 BLACK FREEDOM MOVEMENT

MWF 8:30-9:20 Bridges

36761 HIS 1155-003 BLACK FREEDOM MOVEMENT

MWF 9:35-10:25 Bridges

Black struggles for civil and human rights in the United States have historically been connected to global campaigns against slavery, colonialism, and racial apartheid. Using gender and sexuality as essential categories of analysis, this course will explore how a wide range of black Americans have articulated global visions of freedom from the earliest days of slavery in North America through the tenure of America's first black president. Students will examine how international events have informed, shaped, and impacted black freedom struggles on the American home front. Students will also pay special attention to the strategies and 10 tactics devised and employed by black activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated peoples around the world. Topics will include but are not limited to African Americans and the global abolitionist movement; the transnational anti-lynching campaign of Ida B. Wells; African-American intellectuals and the rise of pan-Africanism; World War II and the Double Victory campaigns; Cold War civil rights struggles; and the international dimensions of black power and black feminism. **ATTRIBUTES: Core History, Peace & Justice, Africana Studies**

36768 HIS 1165-004 TOP: GLOBAL SLAVERY BEFORE 1500

TR 4:00-5:15 Winer

In this course we will study systems of slavery that existed between around 400-1500CE in Europe, the Islamic World, Africa, and Asia. We will explore resistance and obtaining freedom; human trafficking with regard to territorial and imperial policies; stereotypes about the enslaved; legal and cultural regulations of captivity; slavery, sexuality and sexual violence; and the experiences of enslaved women as mothers. We will analyze legal justifications for slavery (war,

36778 HIS 2292 AFRICAN AMERICAN HISTORY SINCE EMANCIPATION

TR 1:00-2:15 Duensing

From Emancipation through twentieth-century struggles for civil rights and the contemporary Black Lives Matter movement, Black Americans have resisted racial violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to militant radicalism. Engaging with cutting-edge scholarship, literature, art, and a variety of primary source materials, this course explores African American history since the 1860s with a focus on the diverse tactics and ideologies of Black resistance movements, Black citizenship, and Black community-building. By considering the complexities and contradictions of Black citizenship, resistance, and grassroots activism in U.S. history and by conducting their own source-based research, students develop a deep understanding of African American history, the long Black freedom struggle, and the ways that these legacies continue to shape present-day struggles for racial justice. **ATTRIBUTES: Africana Studies, Pre-Law, Peace & Justice**

36780 HIS 2643 EASTERN EUROPE 1945-1989

MW 1:55-3:10 Hartnett

This course examines the history of Eastern Europe from the Second World War through the revolutions of 1989. During the semester we will explore the politics, culture, and society of the countries that became part of the so-called Soviet bloc. The course will examine how the Soviet Union extended its influence over the countries of Poland, Hungary, East Germany, Czechoslovakia, Romania, and Bulgaria. It will explore life in the Soviet bloc during the Cold War years and consider different manifestations of accommodation and resistance. The course will explore in depth the various demonstrations of resistance and the Soviet response to such resistance including the 1956 Hungarian Uprising, the 1968 Prague Spring, Poland's Solidarity movement, and the effect that the election of Pope John Paul II had on Poland and the region. The course concludes with the revolutionary year of 1989 and its immediate aftermath.

ATTRIBUTES: Peace & Justice, Russian Area Studies

36783 HIS 2998 HISTORY IN PLACE: PHILADELPHIA/RICHMOND

MW 3:20-4:35 Martinko

This course is a comparative class on urban history and public history in Philadelphia and

36782 HIS 2950-001 HISTORY OF HUMAN RIGHTS

TR 2:30-3:45 Kolsky

On December 10, 1948, the newly created United Nations voted to adopt the Universal Declaration of Human Rights, creating an international legal framework that recognized “the inherent dignity and the equal and inalienable rights of all members of the human family.” This course examines the modern history, theory, and practice of human rights from a global, interdisciplinary perspective. We will trace the historical emergence of human rights in relationship to capitalism, colonialism, genocide, and slavery, and examine the meaning and relevance of human rights in dealing with contemporary issues including climate change, torture, terrorism, poverty, and racism. The course explores key debates and questions about human rights, including: What are human rights? Why do they matter? Is there a hierarchy of human rights? Have human rights served the cause of justice or are they a mask for the political ambitions of powerful states and empires? In theory human rights are equal and inalienable; in practice do all lives matter equally? **ATTRIBUTES: Peace & Justice, Pre-Law, GWS, DIV 1, DIV 3**

36814 HUM 2002-001 HUMAN PERSON

TR 1:00-2:15 Camacho

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**

36816 HUM 2004 PSC: SOCIETY

TR 11:30-12:45 McCarraher

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, Public Service Administration, Political Science**

36817 HUM 2100 GOODS AND THE GOOD LIFE

TR 4:00-5:15 McCarraher

In conventional economics, “goods” are defined as anything that can be produced, sold, and purchased in a free, impersonal marketplace. This includes cars, houses, shirts, dresses, and (as you know so expensively) education; it also includes (at least theoretically) cigarettes, heroin, and wombs rented out for surrogate parenthood. Perhaps it's possible to live a life in which “goods” defined in this blithely indiscriminate way can bring happiness and security. But if you start wondering about how a word like “good” can be applied so loosely, and if you wonder further how a “science” as important as economics can be so evasive and unenlightening about the matter, then you've chosen the right course. In “The Goods and the Good Life,” we will examine economic life as a cultural, moral, and spiritual affair, from the gift exchanges of South Pacific tribes to the not-so-aimless wanderings of suburbanites in the local mall. What are they trading? What are they looking for? The answers, I suggest, won't be found in conventional economics or business courses (where they're consigned to the consideration of “externalities”),

36819 HUM 2900-002 RACE AND DEMOCRATIC DIGNITY**MW 4:45-6:00 Brown**

This course will seek to understand contemporary concerns about race in America against the backdrop of and in reference to notions of the kind of dignity that our understanding of American democracy seems to promise to uphold and respect. Through constructive dialogue between political philosophers seeking to understand the animating aspirations of democracy and African American authors concerned with the 12 manifestations of these issues in American democratic culture, we will try to clarify and deepen our understanding of the puzzling and challenging interplay of race, democracy and dignity. **ATTRIBUTES: Africana Studies, Peace & Justice, DIV 1, Political Science**

36825 HUM 4200 FORGIVENESS: PERSONAL AND POLITICAL**TR 8:30-9:45 Couenhoven**

When someone wrongs you, when is it good to forgive--and what does that require? Must we give up anger in order to forgive, or might we punish even while forgiving? An introduction to Christian, Jewish, Muslim, political, psychological, and philosophical views of forgiveness.

ATTRIBUTES: Core Theology, DIV 3, Peace & Justice**36874 MAT 1280 MATH OF FAIRNESS****MWF 9:35-10:25 Hanson**

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**36875 MAT 1290 MATHEMATICS FOR SUSTAINABILITY****MWF 11:45-12:35 Norton**

This course is designed to provide students with mathematical background and reasoning skills to engage in a quantitative approach to issues surrounding sustainability, as informed citizens and as responsible stewards of the earth. Topics on sustainability will be chosen from climate change, resource allocation and management, pollution, population, energy, and social and economic impacts of these. Mathematical topics will range over modeling, probability, statistics, difference equations, differential equations (with no Calculus prerequisite), graph theory, decision theory, and others. General themes may be chosen from measurement, energy flows and equilibrium, connections, change, and the interpretation and presentation of data. The intent is to

37155 NUR 3122-001 IMPERATIVES FOR PUBLIC AND GLOBAL HEALTH

TR 1:00-2:15 Martin

37156 NUR 3122-002 IMPERATIVES FOR PUBLIC AND GLOBAL HEALTH

TR 8:30-9:45 Schneider

37157 NUR 3122-003 IMPERATIVES FOR PUBLIC AND GLOBAL HEALTH

TR 4:00-5:15 Polidori

Available only to Nursing students

NUR 7090 PLANETARY HEALTH FOR GLOBAL

potential for finding a more promising way

this transition, not least in the sphere of gender. It will critically assess the current and future challenges facing the island, Brexit (the withdrawal of the United Kingdom from the European Union) and its implications for the future of Ireland. The course will also consider Ireland's external relations, including with the UK, the EU and the United States, and place Ireland in comparative perspective with other countries. **ATTRIBUTES: GWS, Irish Studies, Peace & Justice**

**37405 PSC 4275 EXCLUSION AND EXCEPTION IN INTERNATIONAL RELATIONS
TR 10:00-**

– political, sociological, economic, cultural, and personal. Central themes of the course focus on: 1) the notion of place and why it matters to the future of America’s cities; 2) the importance of power – who has it, who doesn’t, and the ramifications of that for city and suburban life and policy; and 3) the role of institutions in shaping policy debates and outcomes. Additionally, we will spend significant time engaging pressing public policy issues, such as the environment, education, public safety, and economic development. **ATTRIBUTES: Core Social Science, Humanities, Political Science, Social Science, Peace & Justice**

37231 PA 6000-001 VOCATION OF PUBLIC SERVICE

TR 10:00-11:15 Proctor

The course takes students through an exploration of the concept of public service as a “vocation,” envisioning public service as a means of self-expression through which citizen servants discover meaning and purpose in their lives by promoting the common good as well as forging and developing the bonds of community among a body of diverse people. This concept is contextualized in the “real-life” choices made by and the experiences of public servants.

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against such efforts, either intentionally or unintentionally. Due to the long history of racial inequality in American society and the very different theories to explain such inequality, the class may be contentious, topics raised difficult, and students may feel challenged by the materials. That's okay—in fact, that's a sign the course is doing what it should. **ATTRIBUTES: Africana Studies, Criminology, Core Social Science, DIV 1, Latin American Studies, Peace & Justice**

37543 SOC 4000-001 TOP: SOC OF IMMIGRATION

MW 3:20-4:35 Sun

37544 SOC 4000-002 TOP: SOC OF IMMIGRATION

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;

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**

37596 SPA 3074-001 HISPANIC CINEMA

TR 2:30-3:45 Codebo

This course examines the strong existing relationship between Latin American cinema and political and social issues. By looking at both commercial and independent features, along with video art and an array of essays on Latin American film, this class offers students an introduction to cinema in the region. Specifically, we will focus on the ways in which visual art shapes our understanding of issues such

academic inquiries will begin with a survey of sacred texts, followed by both traditional and contemporary theological reflection. **ATTRIBUTES: Core Theology, Peace & Justice**

37743 THL 4490-002 BLACK THEOLOGY & 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, Service Learning, DIV 1**

37745 THL 4490-004 SOLIDARITY & PEACEBUILDING IN EUROPE

TR 1:00-2:15 Beyer

Throughout the twentieth century, “Eastern European” connoted “second class” or “uncivilized territory,” as historian Timothy Garton Ash has written. This course will focus attention on two countries in the region that have suffered tremendously in the twentieth century, Poland and Bosnia and Herzegovina. We will explore Poland under Communism, the rise of , its demise after 1989, Poland’s transformation to capitalism and democracy and its recent illiberal turn. We will also examine the case of the Bosnian war and why ethnic and religious groups, especially Bosnian Muslims, were demonized and targeted during the war. We will discuss the ongoing challenges to building peace and solidarity in this historically marginalized and misunderstood part of Europe, “the Balkans,” highlighting the vital contribution of women to the peacebuilding process and considering what forms of solidarity from other nations might be beneficial. During the spring 2025 semester, we will also consider the ongoing war in Ukraine, examining its causes, ethical evaluations of the war and prospects for peace. **ATTRIBUTES: Core Theology, DIV 3, Peace & Justice**

37749 THL 4990-003 SPIRITUALITY OF FRIENDSHIP

TR 2:30-3:45 Jackson

From popular culture to rigorous interdisciplinary scholarship, contemporary life and thought have been truly enriched by retrievals of ancient and medieval understandings of friendship, as well as by revisionings of friendship in our commitments to peace, justice and meaning in our world today. This course centers around an examination of contributions to the discourse of friendship throughout history, culminating in a sustained examination of Pope Francis' reflections on social friendship in the encyclical, Fratelli Tutti. The course readings have been designed to pose two challenges for our reflection: to discern theology of friendship that

integrally engages with and/or reflects the themes of Catholic social teaching, and to critically engage with Fratelli Tutti through this lens. This is a discussion-based course informed by short lectures and exercises attentive to diverse learning styles, interdisciplinary inquiry, and online resources.