



## Fall 2017 Undergraduate Courses and Descriptions

### REGISTRATION POLICIES

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All primary and cross-listed peace studies courses are numbered using subject code **IIPS**. Most IIPS courses are restricted to sophomores, juniors and seniors who have **officially declared** a supplementary major or interdisciplinary minor in peace studies. However, **IIPS 20101 Introduction to Peace Studies** is open to any sophomore or junior. Students can view course details in Class Search to determine which other IIPS courses, if any, are restricted or unrestricted.

Students who are not peace studies majors or minors may request a seat in restricted IIPS courses after all initial web registration periods have passed and only if seats remain available. Requests for access may be emailed to Anna Van Overberghe, the assistant director for academic administration and undergraduate studies, at [avanove1@nd.edu](mailto:avanove1@nd.edu) beginning **Friday, April 28, 2017**. Depending on seat availability, students might be placed on a waiting list until the beginning of the new term, at which point the program will evaluate seat numbers and issue final approvals.

Peace studies students who need assistance with registration should email the assistant director to schedule an advising session. Students should use NOVO or Class Search to review the registration restrictions for each course and should **seek all necessary approvals and overrides in advance, prior to any registration attempt.** Finally, students should note that cross-listed courses have a limited number of IIPS seats and prepare multiple versions of a course schedule in case a selected class is no longer open. Seats will not be added to a class simply because it has filled, and students should **not** email professors to request a seat in a closed course.

### REQUIRED COURSES

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**Required Courses** introduce the foundational theories, concepts and practices central to peacebuilding and peace studies research. These courses are required for completion of the Interdisciplinary Minor or the Supplementary Major in Peace Studies. No other course will substitute for a required course.

**IIPS 20101 01—Introduction to Peace Studies**  
(Instructor TBD), MW 9:30–10:45

**CRN 16320**

Although the Cold War ended in 1989, civil war, genocide and state repression continue to occur across the globe, while millions barely have the means to survive in the face of overwhelming poverty. Nevertheless, we have also witnessed the emergence of sophisticated civil society networks and social movements to address

these challenges, as well as governmental and transnational institutions committed to promoting justice and peace in the aftermath of political violence. This course is designed to introduce students to the various ways scholars and activists define peace and the challenges faced in securing peace. This course surveys: (1) the major causes of direct and structural violence; (2) various definitions of "peace" and the conditions under which it occurs and is sustained; and (3) the comparative success of various strategies such as building peace movements and promoting nonviolent social change.

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**IIPS 20101 02—Introduction to Peace Studies**

*Ernesto Verdeja, TR 11:00–12:15*

**CRN 16321**

See description for Section 01 above.

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**IIPS 33101 01—Perspectives on Peacebuilding**

*Gerard Powers, MW 3:30–4:45, Pre-Req: IIPS 20101*

**CRN 17509**

This junior seminar is a required course for the supplementary major and minor in peace studies. The course focuses on strategic peacebuilding, an analytical framework for investigating the causes and dynamics of conflict, conflict resolution and transformation, and post-conflict reconstruction and justice. This seminar seeks to: (1) deepen student knowledge of foundational concepts and questions in peace studies; (2) introduce students to a variety of methodological approaches common in peace studies research; and (3) explore the relation between ethical, empirical and practical approaches in the field. The course provides students with the tools necessary to carry out their later research in the peace studies senior seminar and encourages a deeper understanding of how their own research interests connect to peace studies.

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**IIPS 33101 02—Perspectives on Peacebuilding**

*Jason Springs, TR 11:00–12:15, Pre-Req: IIPS 20101*

**CRN 19902**

See description for Section 01 above.

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**IIPS 43101 01—Peace Studies Senior Seminar**

*David Hooker, MW 11:00–12:15 Pre-Req: IIPS 30101, Dept Approval Req'd*

**CRN 10002**

The peace studies senior seminar is a required capstone course for both the supplementary major and the minor in peace studies. This advanced seminar consists of readings and discussions that explore a familiar peace studies theme in greater depth. The centerpiece of the course is a seminar paper that students research and write on a subject of their choice, selected in light of the course theme and drawing on research methods from both peace studies and primary majors. This required course is open to peace studies majors and minors only.

**Theme: “Othering” and Belonging—Pathways to War and Peace.** *Every society that experiences war, cultural or structural violence, or any other form of oppression or marginalization shares one organizing factor: there is a clearly established “Other” that is singled out for unique treatments. Often “Othering” practices are blatant and stark; other instances are subtler and sometimes unconsciously perpetuated through narrative, ritual and tradition. It can be argued that the pathway to peaceful and just societies requires establishment of “Othered” identities that are absent of essentially violent meanings. This course explores the mechanisms of “Othering”*

that support genocide, war, racially/ engendered/ religiously/or ethnocentrically constructed marginalization and violence and methods of establishing belonging as a response. The course will: a) consider several theoretical and philosophical approaches to the social construction of the “Other” and the effects of “Othering”; b) conduct close readings of three case studies to notice how “Othering” has its effects in specific circumstances; and c) students will develop, write analyses, and present a particular case of their choosing which demonstrates the effects and aftermath of “Othering” as well as either describing (historical) or proposing (future) an approach to belonging. As an engaged seminar, the vast majority of the work will involve active preparation of close reading of texts. The final product will be a capstone quality case study paper and in-class presentation.

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**IIPS 43101 01—Peace Studies Senior Seminar**

*Patrick Regan, TR 9:30–10:45, Pre-Req: IIPS 30101, Dept Approval Req’d*

**CRN 17511**

See General Description listed under Section 01 above.

**Peace, Politics, and Climate Change.** This course will examine the implications of climate change for global peace and security, paying attention to the political dynamics that often impede progress toward solutions. We will examine some of the contemporary evidence/science behind climate change (without making us into climate scientists), and from that explore the political processes and consequences. These will include international treaties and agreements, domestic legislation, and individual behavior. A key part of understanding the politics behind climate change requires that we grapple with potential consequences; these can range from migration, to famine, and to war. Students will work on a semester-long project, developing core ideas early and working them throughout the course. We will end with presentations of the results of your research.

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## CORE ELECTIVES

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**Core Courses** are grounded in peace studies research and address the core questions and issues of peace studies in more depth. They cover topics central to peace research and practice, such as: structural and institutional change and development; justice and healing; or the causes, prevention and transformation of conflict.

**IIPS 20729 01—The Askesis of Non-Violence**

*Margaret Pfeil, MW 2:00–3:15, Crosslist: THEO 20643*

**CRN 17823**

This course will explore the theology and practice of nonviolence as a form of askesis, or spiritual discipline. The material will include readings from Scripture, the early Christian tradition, and Catholic social teaching. Religious sources outside the Christian tradition will include Gandhi, Thich Nhat Hanh, and Badshah Khan. This course will use the method of community-based learning and will require 20 hours of service at particular sites in the South Bend area.

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**IIPS 30415 01—Nationalism, Patriotism, and Political Violence**

*Caleb Hamman, MW 5:05–6:20*

**CRN 20364**

What is nationalism? What is patriotism? Current events (the election of Donald Trump; Brexit; the rise of right wing populism in Europe and the United States) have thrust issues of nationalism and patriotism into the political spotlight. This course aims at developing a deep understanding of nationalism and patriotism as ideas that have emerged within and shaped the modern world. What, if anything, is new about these ideas? Can they

be traced back to ancient times? Is nationalism, or patriotism, a mistake? Are these ideas necessary for political community? Are they imagined, or somehow more primordial political phenomena? Are they human goods, or dangerous ideas that lead to divisiveness and political violence? Do nationalism and patriotism necessarily lead to exclusion and xenophobia? We will explore these questions in historical and contemporary works such as those of Rousseau, Burke, Michael Ignatieff, and Alasdair MacIntyre. We will bring to the discussion issues of contemporary politics (e.g., the seeming resurgence of nationalism in the US and Europe), and we will refer throughout the course, through works of film, literature, and journalism, to the nationalist movements and nationalist conflicts of recent times.

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**IIPS 30554 01—Human Rights and Human Wrongs**

*Ernesto Verdeja, TR 2:00–3:15*

**CRN 19898**

Over the past sixty years, human rights have become a dominant discourse in international politics. Following the adoption of the Universal Declaration of Human Rights (1948), there has emerged an increasingly important but contentious debate about the nature of human rights. But what, exactly, is a right? And what is a human right? How do we justify human rights, and are these justifications philosophically sound? How extensive should rights be? In this class, we will examine the origins, content and scope of human rights, and consider their political value as well as challenges to their use.

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**IIPS 30803 01—How to Change the World: Strategies of Nonviolent Social Change**

*David Cortright, MW 12:30-1:45*

**CRN 19901**

This course will help students understand and participate more effectively in movements for nonviolent social change. Students will become familiar with both the theories of nonviolence and social action and the practice of effective social organizing. Topics to be addressed include the religious roots and philosophy of nonviolence, recent cases of nonviolent social struggle, principles of strategy, and the techniques and methods of nonviolent action, including media communications, fundraising, lobbying, grass roots organizing, and coalition building. Relevant historical and contemporary examples will be reviewed to illustrate how movements for social change work in practice. Course work will consist of readings, lectures, videos, and class discussion on the identified topics. In addition, students will be asked to participate in class activities and team learning exercises. Two team learning exercises are scheduled during the semester.

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**IIPS 40804 01—Structural Violence: Invisible Agents of War**

*Catherine Bolten, MW 2:00–3:15*

**CRN 19904**

In this course we will examine the "violence of everyday life", the inequalities and sources of suffering created by taken-for-granted structures such as bureaucracy, security, nation, color and creed (to name only a few). We will ask questions about how structures constrain and damage peoples' lives, the relationship of these structures to poverty, and the non-violent and violent reactions that result. How do physical walls perpetrate and perpetuate violence? Why does resource richness cause poverty and war? What is the lived experience of systematic inequality? When does everyday hopelessness become explosive violence? Students will examine how violence is both culturally mediated and understood, and will learn to recognize the symptoms and anticipate the consequences of oppression, neglect, and resistance around the world.

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### **IIPS 50800 01—Trauma and Peacebuilding**

*Susan St. Ville, MW 9:30–10:45*

**CRN 19906**

In this course we will critically examine issues of trauma and healing as they emerge in conflict situations and as challenges to peacebuilding. The course will be structured in three parts. In Part one, we will examine how theorists from such different disciplines as psychology, psychoanalysis, philosophy and cultural studies have conceptualized trauma and the necessary steps to recovery. In part two, we will review recent anthropological accounts that have emerged from areas of extreme trauma. These accounts will provide the backdrop for assessing the adequacy of the dominant theories of trauma and healing models, especially when these models are taken into cross-cultural contexts. In part three of the course we will reflect on the implications of our examination of trauma and healing for peacebuilding on both the micro and macro levels. We will consider the challenges and possibilities for working with victims of trauma in various cultural situations as well as the reality of secondary traumatic stress experienced by practitioners. On the macro level, we will consider how trauma research might broaden our understanding of ideals of reconciliation, forgiveness and restorative justice, as well as the advisability of truth-telling commissions and war-crimes tribunals.

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### **IIPS 50802 01—International NGO Management**

*Hal Culbertson, MW 9:30–10:45, Crosslist: MGA 60701*

**CRN 20368**

This course will provide an introduction to concepts and skills needed to effectively design and manage projects in international non-governmental organizations (NGOs). Through simulations, case studies, and discussion, the class will explore the international NGO landscape, identifying current trends, management challenges, and emerging issues. The class will then critically examine several tools used in project planning, including needs assessments, stakeholder analysis, theory of change, and logframes. As a primary assignment in the class, students will work in teams to develop a project plan and a grant proposal for a project using methods discussed in class.

## **SUPPORT ELECTIVES**

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**Support Courses** do not directly address peacebuilding theory and practice but do provide some theoretical, substantive or practical knowledge that advances knowledge of particular topics that intersect with approaches to peace and conflict. They add a layer of related skills and concepts that enhance peace studies learning and a comprehensive understanding of peace studies issues.

### **IIPS 20501 01—International Relations**

*Rosemary Kelanic, MW 11:30-12:20, Co-Req: POLS 22200, Crosslist: POLS 20200*

**CRN 12427**

The study of International Relations (IR) is the study of human organization at its highest and most complex level. The goal of IR scholarship is thus to try to manage this complexity intellectually by devising theories which help us to understand and predict state behavior. The main purpose of this course, therefore, will be to introduce students to the most important IR theories. These theories will then, in turn, be applied to real-world IR events in order to test their utility in helping us to understand the world as it actually is. By the end of the course, therefore, the student will have a grounding in both theoretical and factual aspects of IR analysis. **This course requires co-registration in a Friday discussion section under POLS 22200.**

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**IIPS 20619 01—Rich, Poor and War**

*Todd Whitmore, TR 11:00-12:15, Crosslist: THEO 20619*

**CRN 20727**

This course examines the economic dimensions of violence in light of Catholic social teaching and Western political and economic thought. After an in-depth overview of Catholic social teaching in relation to alternative social theories, we bring them to bear on the issue of violence in three social spheres: the domestic (domestic abuse and sexual assault), the economic (sweatshops), and the international political (war). In each case we will examine Catholic responses to the problem.

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**IIPS 20734 01—War, Peace and Revolution**

*Christopher Haw, MWF 9:25-10:15, Crosslist: THEO 20659*

**CRN 18110**

What is the relationship between God's work of salvation and human political responsibility? This course builds upon the "foundations" provided in the first theology course to trace this classic question of Christian theology through historic developments in Christian perspectives on war, peace and revolution. While the relationship between divine and human action is our central question, it refracts in a number of diverse and at times contradictory ways across the tradition from the New Testament to today. Thus, we will 1) analyze how doctrines regarding sin, salvation, the Church and the Reign of God are worked out politically with regard to the use or rejection of violence; 2) attend to the ways in which the social and political positions of Christians shape their theological affirmations; and 3) deploy the theological grammar generated by our study to analyze contemporary practical and pastoral concerns regarding war, peace, and revolution. During the first half of the semester, we will explore how Christian perspectives on violence changed as Christianity went from a persecuted minority to a bearer of imperial power. During the second half of the semester, we will run from the Middle Ages to the 20th century three times: first to discuss the growth of just war theory, second to discuss the evolution of peace concern, and third to discuss the tradition of Christian revolutionary violence. The class is divided overall into six short segments. Students will write a short position paper at the end of each segment, which will become the basis for a class discussion.

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**IIPS 30303 01—International Research Design**

*Erin McDonnell, MW 11:00–12:15, Crosslist: SOC 30952*

**CRN 20362**

This rigorous, hands-on, interdisciplinary seminar prepares students to design and execute an independent international field research project. The course enhances your ability to conduct your own research, but also teaches techniques that will be useful for the rest of your academic studies, and for understanding research results presented to you through popular press in your life after college. This class is unique because throughout, your learning and work are geared specifically to your selected research interests. The first part of the class guides students through the steps of refining a research project and preparing a research proposal. The second part of the class will help students hone their ability to conduct research through a series of research practicums: students get hands-on experience in a variety of methodological approaches through research conducted in the local area. Because of the over-arching nature of the course, we will touch on topics of research design, such as developing a research question, a theoretical framework, and hypothesis testing, as well as analysis of data and evidence. However, we encourage students to see this course as a complement, rather than a substitute, for discipline specific research methods and analysis courses.

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**IIPS 30304 01—Visualizing Global Change**

*Tamara Kay, T 3:30-6:15 and R 5:00–7:00, Crosslist: IDS 30603*

**CRN 20728**

The goal of the course is to compare the processes by which social scientists and filmmakers/photographers engage in social documentation. Students explore how global social problems such as rural and urban poverty, race and gender inequalities, immigration, and violence are analyzed across the social sciences, and depicted in a variety of documentary film and photography genres. The course also explores the role that documentary photography and film play in promoting rights and advocating for social change, particularly in the realm of human rights and global inequality. It examines the history of documentary film and photography in relationship to politics, and to the development of concerns across the social sciences with inequality and social justice. It also looks at how individual documentarians, non-profit organizations and social movements use film and photography to further their goals and causes, and issues of representation their choices raise. The course is also unique because it requires students to engage in the process of visual documentation themselves by incorporating an activity-based learning component. For their final project, students choose a human rights or social problem that concerns or interests them (and which they can document locally—no travel is required), prepare a documentary “exhibit” on the chosen topic (10-12 photographs), and write a 12-15 page paper analyzing how 2-3 social scientists construct and frame the given problem. Students also have the option to produce a short documentary film.

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**IIPS 30514 01—U.S. Foreign Policy**

*Joseph Parent, MW 3:30–4:45, Crosslist: POLS 30201*

**CRN 14093**

The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

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**IIPS 30561 01—International Criminal Justice**

*Luc Reydam, MW 9:30-10:45, Crosslist: POLS 30222*

**CRN 20729**

This course critically examines the phenomena of international judicial intervention and “criminalization of world politics”; the actors, ideas, and rationales behind the international criminal justice project; the operation of international criminal justice in a world of power politics; its accomplishments, failures, and financial costs; and the future of international criminal justice. The course includes Skype conferences with a war crimes investigator, a war crimes analyst, a defense counsel, a victim representative, a State Department official, and a staff member of the Coalition for the International Criminal Court.

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**IIPS 30563 01—War Termination and the Durability of Peace***Sarah Daly, TR 3:30-4:45, Crosslist: POLS 30496***CRN 20730**

This course provides an introduction to the politics of war termination and peace consolidation. The course examines the challenges posed by ending wars and the process by which parties to a conflict arrive at ceasefires and peace negotiations. It explores how peace is sustained, why peace lasts in some cases and breaks down in others and what can be done to make peace more stable, focusing on the role of international interventions, power-sharing arrangements, reconciliation between adversaries, and reconstruction.

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**IIPS 30577 01—Selected Topics in the History of Irregular Warfare***John Soares, TR 3:30-4:45, Crosslist: HIST 30989***CRN 20731**

In recent conflicts the United States has found itself struggling to defeat technologically inferior opponents whose cultures U.S. leaders have difficulty understanding. These conflicts, however, are not new, nor are they limited to the United States. This course will examine a number of these conflicts in history, including King Philip's War in colonial New England, the Arab Revolt in World War I, the Malayan Emergency (1940s and 1950s), the U.S. war in Vietnam, and the Cuban involvement in Angola (1975). Among the issues we will consider are military strategies and tactics, the role of politics, and the ways in which wars are remembered and the so-called lessons learned from them affect subsequent conflicts.

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**IIPS 30578 01—The Geopolitics of Energy***Rosemary Kelanic, MW 2:00-3:15, Crosslist: POLS 30242***CRN 20732**

This course examines how oil and natural gas have shaped international relations from the early twentieth century to the present, with a particular focus on conflict. It begins by introducing students to the fundamentals of global energy production, consumption and trade, and then briefly surveys the political history of oil as it relates to the great powers. The course then moves on to contemporary issues, including the political significance of "fracking" technology, the role of the United States in protecting Persian Gulf oil, and the extent to which Russia's dominant natural gas position might translate into political influence in Europe. These and other topics are examined through numerous theoretical lenses, including theories of resource conflict, economic interdependence, political coercion, and petro-aggression.

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**IIPS 30579 01—War, Politics and Political Judgment***Susan Collins, MW 3:30-4:45, Crosslist: POLS 30626***CRN 20733**

If the first casualty of war is the truth, the same could easily be said of politics. Yet in the rough and tumble of human affairs, is it not crucial to act with our eyes wide open—with the requisite political judgment? This course will explore the question of political judgment: what it is, why it is fundamental, and what qualities of mind and character it requires. We will first examine this question as it arises in contemporary politics and political science as well as for earlier thinkers such as Hannah Arendt, who confronted the wars, genocides, and totalitarianism of the twentieth century. We will then study Machiavelli's Prince, Thucydides' War of the Peloponnesians and Athenians, and Plato's Gorgias. In their unflinching clarity regarding moral and political questions, these works demonstrate the nature of political judgment, its power, and its limits in human affairs.

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**IIPS 30607 01—Reading *Laudato Si* from an African Context**  
*Emmanuel Katongole, MW 3:30–4:45*

**CRN 20365**

The course introduces students to the historical, political and economic dimensions of the ecological crisis in Africa. It will also introduce students to hopeful signs and innovative models of sustainable land use, food production and economic entrepreneurship underway in some poor communities in Africa. The course is designed around Pope Francis' two central convictions in *Laudato Si* namely: (1) the close connection between the cry of the earth and the cry of the poor, and (2) the spiritual "wound" that lies at the heart of the ecological crisis – our inability to live as creatures made from the dust of the earth. The overall objective of the course is to help students to see the connections between the spiritual wound, the ecological crisis and poverty in Africa. It will also help students appreciate how Christian faith and theology can contribute to the healing of the wound, and in so doing inspire fresh experiments of an integrated approach, which fights poverty, protects nature and restores human dignity.

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**IIPS 30700 01—Politics and Conscience**  
*Mary Keys, MW 2:00–3:15, Crosslist: POLS 30653*

**CRN 20734**

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of "conscience" recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship and political leadership? And how does the notion of conscience relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty'a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Ghandi, Jan Pato'ka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and Václav Havel's speech "Politics and Conscience."

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**IIPS 30704 01—Contention in China**  
*Victoria Hui, MW 12:30–1:45, Crosslist: POLS 30492*

**CRN 17827**

Why do pro-democracy efforts in China repeatedly fail? If Chinese leaders aim to build a harmonious society, why are there routine contentious protests by workers, peasants, religious followers, middle-class property owners, lawyers, and minorities? How do the marginalized and disadvantaged fight against social injustices in China? Why is there no organized democracy movement despite the prevalence of sporadic protests? Is Confucianism preventing Chinese development towards a more democratic society? This course examines key contentious episodes in modern China, from the 1911 Revolution through the Cultural Revolution and the Tiananmen Movement to more scattered rightful resistance and minority protests in recent years.

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**IIPS 30718 01—Catholicism and Politics**  
*Daniel Philpott, TR 9:30–10:45, Crosslist: POLS 30654*

**CRN 17828**

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

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**IIPS 30904 01—Political Economy of International Development**

***Amitava Dutt, TR 12:30–1:45, Crosslist: POLS 30271***

**CRN 17829**

This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

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**IIPS 30922 01—Working in America Since 1945**

***Daniel Graff, TR 9:30–10:45, Crosslist: HIST 30856***

**CRN 20366**

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer

these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

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**IIPS 30924 01—Social Entrepreneurship**

*Karen Slaggert, TR 11:00–12:15, Crosslist: MGTO 30510*

**CRN 20735**

Some of the most dynamic and successful businesses are aspiring to a "double" or "triple bottom line": profitability, beneficial human impact, and environmental sustainability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures.

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**IIPS 30938 01—Global Activism**

*Luc Reydam, MW 2:00–3:15, Crosslist: POLS 30351*

**CRN 15037**

This course is about transnational networking, mobilizing, and campaigning for or against social change. Equal attention is paid to conceptual and substantive issues. Conceptual issues include framing, strategies, and actors. Among the substantive issues examined are human rights, women's rights, gay rights and gay marriage, climate change, and global gun control. We are particularly interested in the emergence over the last two decades of a "global right wing" and the globalization of the culture wars.

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**IIPS 33905 01—Rethinking Crime and Justice**

*Susan Sharpe and Ed Kelly, M 4:30–10:00, Crosslist: CSC 33997, Dept Approval Req'd*

**CRN 14651**

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. **Please contact the Center for Social Concerns for to apply for this course.**

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**IIPS 33911 01—Intro to Asset-Based Community Development**

*Danielle Wood, MW 4:45–6:00, Crosslist: CSC 33988*

**CRN 18133**

Community development captures the imagination by being inherently multidisciplinary and drawing from two ambiguous words—"community" and "development." In this course, we will explore the social and cultural elements and the natural and built environments that shape community and how they relate to each other in the building vitality, sustainability, and quality of life in our communities. We begin by a brief exploration of the history of community development in America, with attention to participation, gender, and race. We then focus on the asset-based model. Asset-based community development is the local control and use of assets to

improve the quality of life in a community. Drawing from local examples, we will meet with some of the different stakeholders in the community development process, including community-based organizations, community development corporations, and government agencies. We will discuss core community development issues, processes, and strategies—with an emphasis on thinking about practices that bring improvement for the community, not just for the privileged.

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**IIPS 40518 01—Race Relations and Ethnic Conflict**

*Rory McVeigh, MW 11:00–12:15, Crosslist: SOC 40838*

**CRN 20736**

The course examines the causes and consequences of racial and ethnic conflict. We will address questions such as the following: How do race and ethnicity become meaningful to social actors? What factors contribute to inter-group conflict? What are the origins and consequences of inter-group inequalities? How are racial and ethnic identities related to social class? How are racial and ethnic identities related to politics? How can a racial or ethnic group overcome a subordinate status? In addition to engaging relevant literature, students will devote significant time to developing original research questions which could, with further development, result in published articles.

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**IIPS 40738 01—Graphic Wounds: Post 9/11 Graphic Novels**

*Olivier Morel, TR 3:30–4:45, Crosslist: FTT 40252*

**(CRN TBD)**

*Blue is the Warmest Color* is the title of the film that won the 2013 Cannes Festival's Palme d'Or. For the first time, the prize went to the cinematic adaptation of a graphic novel. Graphic novels have demonstrated a tendency to serve as a major source of inspiration for filmmakers. The goal of this class is to analyze how literacy, print technology, the film industry, and developments in narrative art combine to transform the tradition of graphic novels in a changing context. Our approach consists of analyzing how post-9/11 graphic novels depict today's world in an original way, in an innovative genre located at the intersections of several disciplines: journalism, auto-fiction, photographic and cinematic representations. In our examination of the most recent developments of the genre, the texts and films we study include works by Will Eisner alongside Art Spiegelman's *In the Shadow of No Tower*, Alissa Torres & Sungyoon Choi's *American Widow*, Sid Jacobson & Ernie Colón's *The 9/11 Report: A Graphic Adaptation*, Guibert, Lefèvre & Lermecier's *The Photographer: Into War-torn Afghanistan*, Marjane Satrapi's *Persepolis*, Joe Sacco's *Palestine and Days of Destruction, Days of Revolt*, Etienne Davodeau's *The Initiates*, and Enki Bilal's *The Dormant Beast*, among others.

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**IIPS 45902 01—Anthropology of Poverty**

*Rahul Oka, TR 9:30–10:45, Crosslist: ANTH 43375*

**CRN 17833**

What is poverty? What does it mean to be poor, destitute and powerless? Does poverty in the developed world refer to the same conditions and factors that determine poverty in developing and undeveloped countries? What does genteel poverty mean? Does the ability to possess material goods and to consume indicate lack of poverty? What is the cycle of poverty? Can one break out of it? This course will address these and other questions on poverty through anthropological analysis. The course is divided into two parts: a) poverty in the pre-industrial era, and b) poverty in contemporary societies. Topics covered in the first part include the beginnings of poverty and social inequality in the earliest complex urban societies of the Middle East, Africa and South Asia, urbanism, production, distribution and poverty in various time periods including classical Greece and Rome, the Middle Ages and the Early Modern Era, and slavery, colonialism and poverty. The second part will

address issues such as the relationship between industrialism, colonialism and poverty in 19th and 20th centuries, instituted poverty in post-colonial and post-industrial societies, and global manifestations of poverty in the 21st century. The course materials include readings from anthropology (archaeology, cultural anthropology, and biological anthropology), history, economics, theology, political science, as well as documentaries and films.

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**IIPS 45904 01—Identity, Pluralism, and Democracy**

***Maurizio Albahari, TR 11:00–12:15, Crosslist: ANTH 43303***

***CRN 20367***

Why are identities important in a world of connections? How do different societies deal with cultural, linguistic, religious, gendered, and physical "diversity"? What are the differences between multiculturalism, relativism, and pluralism? What can we add, as anthropologists, to discussions on identity, democracy, and social justice? The course addresses such questions by focusing on relevant issues including genital modification, current events in the US, Muslim-Christian relationships, urban conflict and coexistence in Bosnia, and the recent London riots and Arab Uprising.