



## Spring 2018 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, as well as a limited number of first year students who have been approved to begin upper-level coursework. **Interested first year students must contact their First Year of Studies advisors to enroll.**

Students can view course details in Class Search or NOVO 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 the assistant director for undergraduate studies, Anna Van Overberghe ([avanove1@nd.edu](mailto:avanove1@nd.edu)), beginning **Wednesday, November 29**. 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**

*Ryne Clos, MW 11:00–12:15*

**CRN 25451**

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**

*George Lopez, TR 2:00–3:15*

**CRN 25452**

See description for Section 01 above.

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**IIPS 33101 01—Perspectives on Peacebuilding**

*Patrick Regan, MW 11:00–12:15, Pre-Req: IIPS 20101*

**CRN 26898**

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**

*Rashied Omar, TR 2:00–3:15, Pre-Req: IIPS 20101*

**CRN 30074**

See description for Section 01 above.

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

*Gerard Powers, MW 3:30–4:45 Pre-Req: IIPS 33101, Dept Approval Req'd*

**CRN 20320**

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: Peace and Public Policy.** *This seminar seeks to give majors and minors a capstone experience in peace studies by providing a space for you to synthesize what you have learned in the program. The particular focus is the central importance of public policy in strategic peacebuilding. The course will examine the elements of quality policy analysis and effective advocacy as foundations for policy engagement on issues of war and peace. It will consider the range of actors (with special though not exclusive focus on U.S. government and UN*

polycymaking) and the range of factors (e.g., political, economic, security, legal, moral, religious) involved in polycymaking. Issues to be addressed will include the use of military force, military interventions, and UN peace operations; the role of religious and civil society actors in peace processes and other foreign policy issues; and efforts to integrate human rights and development concerns into peacebuilding policy. These thematic issues will be illustrated with reference to specific cases. The specific issues and cases will be determined in consultation with the class. The course assignments will help students develop their written and oral skills in policy analysis and advocacy through policy memos, newspaper opinion pieces (or blogs), and video-taped media interviews. These practical skills-building assignments will be tied to the senior paper, a policy research report.

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

**Sandra Gustafson, TR 11:00–12:15, Pre-Req: IIPS 33101, Dept Approval Req'd**

**CRN 21972**

See General Description listed under Section 01 above.

**Theme: Conflict and Narrative.** *This seminar seeks to give majors and minors a capstone experience in peace studies. It will give you the tools to synthesize what you have learned in your peace studies courses and ideally other courses as well. The broad thematic framework is conflict and narrative, and the readings, class sessions and written assignments will provide you with the opportunity to understand, analyze, evaluate and apply a wide range of analytical perspectives. Conflicts arise from and are driven by narratives. The Israeli-Palestinian conflict is the most familiar example of a widespread phenomenon: polarization is driven by competing truth claims shaped into partial but compelling narratives. In this seminar for peace studies majors and minors, we will look at a variety of forms of narrative (short and long-form fiction; journalism; autobiography; TV, film, and digital media forms such as video games) with a few issues in mind: What is a social conflict, and how does it relate to interpersonal, psychological, and other forms of conflict? What roles do conflicts play in narratives of different sorts, and how do narratives impact conflicts in the world? How do social conflicts develop in the narratives we read, watch, and play, and what strategies for their resolution and/or transformation are presented? How are conceptions of identity relevant? What differences do genre and medium make? As we analyze conflict in our narratives and the role of narrative in real-world conflicts, we will also consider how narrative can be used to promote nonviolent approaches to conflict. How do narratives most effectively incorporate such themes as compromise and cooperation? Peace has often been envisioned as a static thing. How can it be brought to life in narrative?*

## **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 12:30–1:45, Crosslist: THEO 20643**

**CRN 26147**

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 30200 01—Suffering and Evil**

*Heather DuBois, MW 2:00–3:15*

**CRN 30070**

This course presents peace studies as a field of research, practice, and education that aims to reduce unnecessary human suffering caused by conflict and violence. We will begin by distinguishing among pain, suffering, trauma, and evil, examining the ways in which these weighty terms are used in social science, philosophy, religion, art and literature. Then, we will investigate how concepts like structural violence, cultural violence, mass violence, and religious violence shed light on our understandings of suffering and evil. Finally, we will conduct an interdisciplinary exploration of resources for healing and resilience. The course will include case studies related to identity-based violence, war-making, economics, and natural disasters. Students will be expected to perform close readings of texts, participate actively in class discussions, and write frequently.

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**IIPS 30201 01—Racial Justice and African American Political Thought**

*Karie Cross Riddle, MW 12:30–1:45*

**CRN 30071**

Through four major units beginning with the new Jim Crow and then working chronologically through abolition, the civil rights movement, and black feminist thought, students will encounter complex topics such as racial and intersectional identity, social justice, power relations, and methods of political protest. Ta-Nehisi Coates' and Michelle Alexander's recent works, *Between the World and Me* and *The New Jim Crow*, serve as our starting point and our constant foil for the evolution of African American political thought from 1830-2017. The course culminates in an original research project comparing contemporary work to historical political thought, enabling students to consider the movement for black lives (Black Lives Matter), the mass incarceration of African Americans, and the Obama presidency as part of a much longer story.

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**IIPS 30202 01—International Politics of Climate Change**

*Pat Regan, MW 8:00–9:15, Crosslist: POLS 30263*

**CRN 30870**

The problems associated with climate change are collective problems that will require collective solutions. These generally require some form of political solution. The accumulation of evidence, even anecdotal evidence, seems to point toward potentially irreversible changes in our climate and an almost mind-boggling resistance to doing much about it. This resistance to act is important to understand. If the problems are indeed as dramatic as many say they are (and I think they have evidence on their side), then the solutions will have to be crafted in the political and social arenas. We will develop ways to think about political solutions to these collective problems, focusing on international organizations and agreements, local politics and individual behaviors. We will explore questions of mitigation as well as adaptation to climate pressures.

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**IIPS 30406 01—Nationalism and National Movements in the Middle East**

*Asher Kaufman, TR 11:00–12:15*

**CRN 30855**

In this course we will study the intellectual origins, political developments and social and cultural manifestations of nationalism and national movements in the Middle East. We will begin with a general theoretical survey of nationalism and then proceed to discuss specific cases of national movements (Ottoman, Arab, Zionist, Lebanese, Iraqi, Turkish, Iranian, Egyptian). We will use these cases to analyze themes such as historiography

and nationalism, anti-colonialism, gender, religion and art as they have been manifested in these national movements. We will conclude the course with reflections on nationalism and the nation-state in the Middle East in light of the Arab uprisings which have engulfed the region since December 2011.

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### **IIPS 30807 01—Psychology of Peace**

*Laura Miller-Graff, MW 9:30-10:45*

**CRN 30073**

This course will provide an overview of the growing field of peace psychology, which seeks to apply psychological theory in order to better understand patterns of violence and nonviolence, identify effective conflict resolution techniques, and promote human dignity. The course will be divided into three primary domains: (1) psychological causes/effects of violence, (2) psychological causes/effects of nonviolence, and (3) conflict resolution, psychosocial interventions, and peacebuilding. Within each of these domains, we will discuss multiple levels of understanding (e.g., interpersonal, community, structural) and will draw direct connections to international conflict settings through the use of case studies, film, and supplemental readings.

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### **IIPS 40807 01—Social Movements, Conflict and Peacebuilding**

*Ann Mische, TR 9:30–10:45*

**CRN 30075**

In many of the recurring conflicts around the world, at issue are demands for justice. Whether these revolve around economic inequality, political repression, environmental devastation, civil and political rights, ethnic or religious exclusion, or discrimination on the basis of race, class, gender, sexuality or disability status (to name just a few), social movements are often the carriers of these calls for justice. In this course, we will examine how social movements emerge from, contribute to, and suggest resolutions for various types of social conflict, as well as explore their potential contributions to sustainable peacebuilding. We will examine theory and research on how social movements emerge, escalate, consolidate and decline; how they choose (and change) protest tactics; how they articulate their visions and goals; how they generate emotions, solidarity and commitment; how they interact with networks of allies, opponents and power-holders; and how they influence (or fail to influence) agendas, policies, and regimes. We will put a particular emphasis on the comparative study of social movements in different regions of the world, as well as on the challenges and opportunities posed by transnational movements that seek to organize across borders.

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### **IIPS 50604 01—Islamic Ethics of War and Peace**

*Rashied Omar, TR 9:30–10:45*

**CRN 22673**

“Islam and Violence,” “Islam and War,” “Islam and Peace” are familiar topics that have become increasingly popular in the media over the past decade. These topics have been spawned by events such as the abominable attacks on the United States of America in September 2001, and more recently, the so called Arab Spring, which unleashed pro-democracy movements across North Africa and the Middle East. In order to develop more insight into and critical analysis of these and other current events, it is important to have a greater understanding of the worldview of Islam. This course will provide students with such an opportunity. It examines the major principles of Islamic ethics and key theories of classical and contemporary Muslim ethicists. These ethical principles and theories will be applied to analyze contemporary Muslim perspectives on war and peace. Cognizant of the various contexts within which ethical questions are debated, students will be encouraged to explore the impact of modernity, post-modernity, globalization and liberalism on Muslim ethical discourses. Students will also be encouraged to compare the ethical principles and theories of Islam on war and

peace with that of other philosophical and religious theories to discover points of difference as well as convergence. Students are not expected to emerge from this course as experts on Islamic Ethics of War and Peace, but they will be exposed to the augments of major Muslim scholars both classical as well as modern be provided with conceptual lenses to enable them to better appreciate and understand how and under which conditions Islam and Muslims are implicated in conflict, violence and peacebuilding on both a global and local level.

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### **IIPS 50703 01—Restorative Justice**

*Susan Sharpe, T 1:00–3:45, Crosslist: CSC 33972*

**CRN 26365**

Restorative justice is gaining visibility in contemporary social justice efforts. Advocates of change, ranging from parents to police, from the US Conference of Catholic Bishops to the cofounders of Black Lives Matter, are claiming restorative justice as an important way forward in making our institutions more just and more effective. This course will give students an understanding of how and why that potential exists, and teach them the basics of a primary restorative justice practice. Students will learn the fundamentals of Circle dialogue, situating it in the context of relevant theoretic frameworks and in the context of key restorative justice applications (including criminal justice, education, and systemic injustice). Students will be encouraged to search for potential applications of restorative justice theory and practice in the professional fields they anticipate entering. This will be a community-based learning course, requiring each student to perform 20 hours of work in the local community at pre-arranged sites as part of the course, in addition to regular reading and writing assignments.

## **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**

*Susan Rosato, MW 8:20-9:10, Co-Req: POLS 22200, Crosslist: POLS 20200*

**CRN 21476**

This course provides an introduction to the study of international relations and will cover several theoretical approaches to and empirical issues in the field of IR. Readings have been selected to highlight both traditional approaches to and more recent developments in world politics. The first half of the course focuses on contending theories of IR, while the second half of the course deals with more substantive issues. Empirical topics and subjects covered include: international security (nuclear weapons, ethnic conflict, and terrorism); international political economy (trade, international finance, and globalization); and 20th Century History (WWI, WWII, and the Cold War). In addition, we will examine several contemporary topics in international organization and law, including the environment, nongovernmental organizations, and human rights. We conclude by discussing the future of international relations in the 21st Century. **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 9:30-10:45, Crosslist: THEO 20619*

**CRN 24081**

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the US and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

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**IIPS 20910 01—Sociology of War and Terror**

*Russell Faeges, MW 12:30-1:45, Crosslist: SOC 30541*

**CRN 25041**

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to "human nature." We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to any student, regardless of major, who is concerned about the occurrence of armed conflict in social life.)

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**IIPS 20910 01—Ethics of Emerging Weapons Technology**

*Robert Latiff, TR 11:00–12:15, Crosslist: PHIL 20629*

**CRN 25561**

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from "smart" bombs, drones, and robots to em (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

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**IIPS 30303 01—International Research Design**

*Erin McDonnell, TR 12:30-1:45, Crosslist: SOC 30952*

**CRN 27814**

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 30514 01—U.S. Foreign Policy**

*Daniel Lindley, TR 9:30–10:45, Crosslist: POLS 30201*

**CRN 27816**

The United States is the most powerful state in the world today. US foreign policy is important not just for US citizens, but it also affects whether others go to war and whether they will win, whether states receive economic aid, what kind of aid starving people will receive, and the extent of global efforts to cope with environmental problems. With these issues at stake, this course addresses the following questions: 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? To answer these questions, 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 in practice, 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 current issue areas, including weapons of mass destruction, terrorism, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

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### **IIPS 30521 01—History of Modern Africa**

*Paul Ocobock, MW 12:50-1:40, Crosslist: HIST 30061*

**CRN 27831**

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

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### **IIPS 30542 01—Political Economy of Globalization**

*Susan Rosato, MW 11:00-12:15, Crosslist: POLS 30266*

**CRN 30072**

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an

introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

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### **IIPS 30571 01—Election and Social Protest in Latin America**

*Guillermo Trejo, MW 2:00-3:15, Crosslist: POLS 30406*

**CRN 27818**

Elections and social protest are the two most important means of political participation in Latin America today. Every year, millions of Latin Americans go to the ballot box to elect their representatives, but millions also march to their country's capitals to oust elected politicians or simply to demand public goods or policy changes. Are Latin American citizens taking to the streets to contest market-oriented reforms, as it is often portrayed? Or do they take to the streets because elections don't work in Latin America's dysfunctional democracies? Are Latin American voters electing leftist politicians to move the economies away from neoliberal policies? Do the rich vote for the Right and the poor for the Left? In this course we want to understand who votes, who protests, and why they do it. We also want to understand the relationship between elections and protest. The course first provides a general overview of democratization, economic reforms, electoral behavior and social protest in Latin America. We then analyze electoral and social dynamics in six countries: Mexico, Bolivia, Chile, Argentina, Venezuela, and Guatemala. The in-depth analysis of these countries will provide you with a solid understanding of markets, democracies, voters and protesters in Latin America and will give you skills on how to assess public opinion surveys.

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### **IIPS 30925 01—Race and Ethnicity**

*Jennifer Jones, TR 3:30-4:45, Crosslist: SOC 30806*

**CRN 25042**

This course has three objectives. First, the course will help you to think critically about issues related to race and ethnicity in American society. These issues include the meaning of race and ethnicity; the extent of racial and ethnic inequality in the US, the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences.

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### **IIPS 30927 01—Immigration in Global Perspective**

*Maurizio Albahari, MW 11:00-12:15, Crosslist: ANTH 33314*

**CRN 29490**

How do people in immigrant-receiving countries shape their attitudes toward immigrants? What are the differences between refugees and other migrants? How is immigration related to urban "immigrant riots"? And what can anthropological studies of borders and national policies tell us about the transnational world in which we live? We will examine these and related questions, and more generally the causes, lived experiences, and consequences of migration. We will acquire a sound understanding of migration in its social, political, legal, and cultural facets. Fieldwork accounts from countries of origin and from the US, Europe, Australia, and Japan will enable us to appreciate both global and US distinctive trends. Rather than merely learning a collection of facts

about immigrants, we will address how migration intersects with gender and class; the mass-media; border enforcement; racism; the economy; territory and identity formation, and religion.

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**IIPS 30928 01— The Global Environment: Capitalism, Socialism, Fascism and Nature**

*Julia Thomas, MW 12:30–1:45, Crosslist: HIST 30993*

**CRN 26148**

The question that this course asks is which political formations have been most conducive to environmentally sustainable communities and why. Historians have long been interested in political questions about power, state structures, democracy, and economic development, but only now, with the emergence of the global environmental crisis, is the relationship between politics and ecology becoming clearer. This course has four sections. It begins by examining the contemporary phenomenon of "climate collapse" and the problem of how to conceptualize this global problem historically. We then turn to the issue of which social values and modes of production and consumption have caused this dramatic transformation of our planet, tracing the effects of state formation and industrial development. Using major books, essays, and film, we compare capitalist, socialist, and fascist approaches to the nature. The purpose of the course is to provide students with a firm grasp of environmental problems and their relation to political communities.

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**IIPS 30950 01—Transnational America**

*Perin Gurel, MW 2:00–3:15, Crosslist: AMST 30194*

**CRN 26367**

What does American Studies have to do with the rest of the world? A lot. The movement of people, ideas, and products across our national borders have influenced both the United States and the world around us. (Think immigration, commerce, study abroad programs, cultural fads like belly dance and gangnam style, but also, imperialism, terrorism, and drones.) In this course, we will explore both the presence of the world in the United States and the presence of the United States in the world, with a focus on the politics of culture. How have Americans imagined the world and how have non-Americans imagined the United States? Is there such a thing as "cultural imperialism" or "Americanization" and how does it work? How has culture influenced U.S. foreign policy and how have U.S. foreign policy makers and non-governmental groups sought to influence culture, both within the United States and elsewhere? The course has a chronological emphasis, beginning with the Spanish-Cuban-American war (1898) and U.S. imperialism in the Pacific, going on to the post-WWI "Wilsonian Moment", WWII, "the American Century" and the Cold War, and the War on Terror. Even more important, however, is its thematic emphasis on the connections between culture and policy. Requirements include discussion, reading responses, and a final research-based paper.

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**IIPS 30952 01—Che Guevara**

*Jaime Pensado, TR 11:00–12:15, Crosslist: HIST 30922*

**CRN 27834**

This is a course on twentieth century Latin American history. It examines the region through the life, writings, global impact, mythical significance, and legacy of revolutionary icon Ernesto Che Guevara (1928-1967). While the discussions will mostly concentrate on the events that shaped Guevara's life, the class will also delve into Guevara's involvement in Africa, his death in Bolivia, and his legacy in the Americas. We will also pay particular attention to the social and political environment that surrounded his birth in Argentina in the late 1920s, his political awakening as a bohemian medical student traveling in his motorcycle throughout South America during the 1950s, and his rise as a key leader of the Cuban Revolution following the 1954 CIA-sponsored coup in Guatemala. We will conclude the class with a discussion on the emergence of Che Guevara as a pop icon

commodity in more recent decades. Following a close look at the life and writings of Guevara and his legacy, students will be asked to write a research paper that examines Che as a symbol of rebelliousness, as differently re-appropriated by a variety of movements, ranging from student activists, religious figures, film directors and conservative critics, to leaders of labor, gay, environmental, feminist, and indigenous movements. Please note: the class does not exclusively put the emphasis on Che Guevara-the man-but rather on the global events and influential figures that shaped and responded to his radicalization, on the one hand, and the different ways in which a variety of people made sense of Guevara's legacy and his iconography, on the other.

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### **IIPS 33702 01—Sociology, Self and Catholic Social Tradition**

*Andrew Weigert, TR 2:00–3:15, Crosslist: SOC 33001*

**CRN 24519**

What's Catholic about sociology? What's sociological about Catholic Social Tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice.

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### **IIPS 40405 01—Francophone Migrations**

*Alison Rice, MW 9:30–10:45, Crosslist: ROFR 40854, Dept Approval Req'd*

**CRN 30872**

This course examines Francophone literary texts that depict migration toward Europe from various locations (Sub-Saharan Africa, the Maghreb, the Indian subcontinent) and for diverse reasons (war, persecution, economy, ecology) in an attempt to understand the complexities of the contemporary crises we see playing out on and around the Mediterranean Sea. We will read works by Patrick Chamoiseau (Martinique), Ananda Devi (Mauritius), Fatou Diome (Senegal), Gaël Faye (Burundi), Fabienne Kanor (France), and Shumona Sinha (India) in our study of the factors contributing to what it means to be a refugee in France today. As a complement to our literary analyses, we will also examine musical compositions and cinematic creations that focus from different angles on migration and exile in the present context. **Please note that this course is taught in French.**

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### **IIPS 40737 01—African Literature and the Moral Imagination**

*Paulinus Odozor, TR 9:30–10:45, Crosslist: AFST 40117*

**CRN 27829**

To imagine is to form a mental concept of something which is not present to the senses. Imagination therefore deals with "framing". Like everyone else, Africans ponder over their condition and their world on the basis of their experience, history, social location and other realities which provide the "frame" through which they construct and address reality. In this course, through the study of some significant African literary works and some literary works about Africa we will study the self-perception of the African and the way the African has ethically viewed his / her reality and tried to grapple with it over a period of time (colonialism, post colonialism, apartheid) with regard to various issues on the continent (political challenges, religion, war and peace) and over some of the social questions (class, urbanization/ city life, sex and sexuality, relationship of the sexes), etc. We will read such authors as Joseph Conrad, Amos Tutuola, Chinua Achebe, Athol Fugard, Wole Soyinka, Cyprian Ekwensi, Chimamanda Adichie, Syl Cheney-Coker, Tsitsi Dangaremba, Nawal El Sadawi, Ferdinand Oyono , and some others. Using these and many authors we will ask questions about what constitutes the moral imagination, how such an imagination is manifested in or apparent in the social, personal and religious lives of

the various African peoples or characters portrayed in these literary works; to what extent the moral sense has helped/ conditioned or failed to influence the lives of these peoples and characters. We will also inquire into the extent and in what ways the writers in our selection have helped to shape the moral imagination of their people.

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**IIPS 40919 01—African-American Resistance**  
*Richard Pierce, TR 2:00–3:15, Crosslist: AFST 40713*

**CRN 27828**

Through a close examination of twelve historical events, we will study African American resistance in the United States from the 17th century through the 20th century. We will employ a case study method and seek to categorize and characterize the wide variety of African American resistance. Our study will include the politics of confrontation and civil disobedience, polarization of arts, transformation of race relations, the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, Jazz, Blues, and the Civil Rights and Black Power movements. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions. Music and film will supplement classroom discussions.

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**IIPS 40921 01—Prisons and Policing in the United States**  
*Pamela Butler, TR 3:30–4:45, Crosslist: GSC 40522*

**CRN 27826**

Scholars and activists use the concept of the “carceral state” to describe the official, government use of policing, surveillance, and mass imprisonment to exercise control over society. This course examines the histories, cultures, politics, and economics of prisons and policing in the United States, in order to determine how the U.S. carceral state has been a factor in the social construction of race, gender, and citizenship. We will study the genealogy of the U.S. carceral state -- beginning with the surveillance embedded in the earliest practices of slavery and settler colonialism, tracing its development through the 19th and early 20th centuries, and concluding with the rise of the modern prison industrial complex. We will then focus on contemporary U.S. prisons, policing, and surveillance, using case studies including the “war on drugs,” immigrant detention, sex-crime regulation, and police violence. Finally, we will consider alternatives to prisons and policing, as we learn about academic research and activist movements working to end state and police violence, abolish prisons, and create opportunities for restorative justice. Over the course of the semester, students will learn about the historical development and ongoing maintenance of the carceral state, using an intersectional framework that highlights the ways in which prisons and policing have both shaped, and been shaped by, race, gender, citizenship, and economics. Along the way, students will ask and address such questions as: How does the U.S. carceral state function as a tool for social control? What histories, policies, and ideologies underlie the carceral state? How have individuals and organizations worked to transform or abolish the carceral state? How have art and cultural production been used to normalize and/or critique the carceral state? And can we imagine a world without prisons or police?

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**IIPS 43902 01—Population Dynamics**  
*Richard Williams, MW 9:30–10:45, Crosslist: SOC 43402*

**CRN 27276**

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration,

technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

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**IIPS 43911 01—Developmental Psychopathology: Conflict, Kids and Culture**

*Mark Cummings, MW 3:30–4:45, Crosslist: PSY 43282*

**CRN 27908**

The goal of this course is to articulate key principles, assumptions, concepts and methods that underlie the developmental psychopathology framework, and to use them to provide a foundation for understanding the processes underlying development, with a special emphasis on relations between conflict, violence and youth adjustment domestically (i.e., family and marital conflict) and in international contexts (i.e., political violence and armed conflict). Following an introduction to the developmental psychopathology framework, the course will include a focus on special issues in developmental psychopathology, as well as on understanding development from a developmental psychopathology perspective in the context of conflict at proximal and distal levels of the social ecology, including family and marital conflict and international contexts of political violence, armed conflict and youth adjustment.

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**IIPS 50705 01—Feminist and Multi-Cultural Theologies**

*M. Catherine Hilkert, TR 9:30–10:45, Crosslist: THEO 40810*

**CRN 30566**

An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the Christian tradition. The course will focus on the significance of gender and social location in understanding the nature and sources of theology, theological anthropology, Christology/soteriology, the mystery of God, and women's spirituality. The class will also consider the contribution of theology to gender studies. Readings will include selections from theologians who identify their work as feminist, womanist, Latina, *mujerista*, Asian and Asian American, post-colonial, or lesbian/queer, and/or those who are located in the "Third World"/global South.

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**EXTRA COURSES**

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These special courses do not count toward the peace studies supplementary major or interdisciplinary minor. However, they are open to peace studies students seeking additional practice-based skills or professional development.

**IIPS 33202 01—Advocacy for the Common Good**

*Michael Hebbeler, M 5:00–6:30, Crosslist: CSC 33900*

**CRN 25453**

This one credit course aims to develop a shared understanding of advocacy and the common good, and to cultivate skills to help strengthen students' advocacy planning and action in pursuit of social justice. This course is co-facilitated by seasoned advocates and organizers from Catholic Relief Services. The opening weekend workshop will introduce students to advocacy tools and skills, including mapping power, navigating the legislative process, mobilizing, developing effective messaging and influencing decision makers. Students will

then form groups and spend twelve weeks to research, develop and implement advocacy campaigns on a particular issue. There will be four check-in class sessions and a final class session in which each group will share its campaign phases - research, media use, public meeting - and address challenges as well as celebrate successes. ***This is a 1.0 credit course that does not count toward the supplementary major or minor in peace studies.***

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**IIPS 33203 01—Home and Dome: Community-Based Research and Geotagging**  
***Danielle Wood, R 4:45–6:00, Crosslist: CSC 33300***

***CRN 27840***

This introductory seminar, students will be co-learners and analysts with community residents, participating in readings, discussions, applications, and data collection. We will introduce students to Community-Based Research (CBR) as a model for the research process, as well as data collection and analysis for GIS. CBR supports democratic processes, as it engages academic researchers and community partners in addressing community challenges. It is, therefore, a collaborative research process oriented toward community improvement. Our project will be geotagging and creating a data layer in the near northwest neighborhood (NNN) of South Bend. The focus will be on vacant land and property condition for the purpose of facilitating our partners in identifying, prioritizing, planning, and measuring the impact of their improvement projects, as well as ‘felt safety’ with the residents. The City of South Bend describes the NNN as a ‘neighborhood of neighborhoods.’ The near northwest ‘neighborhood’ is large, and it has clusters of areas with dissimilar demographics, incomes, housing types, and housing quality. ***This is a 1.0 credit course that does not count toward the supplementary major or minor in peace studies.***