23992 PJ 2500-001 EDUCATION & SOCIAL JUSTICE TR 1:00-2:15 Anthony
This course will survey the landscape of education in the U.S., both public and private, and critically evaluate its strengths and weaknesses through the lens of Catholic Social Teaching. We will explore how the content, context, and structure of education in the U.S. serves to perpetuate and intensify inequalities of race, class, and gender in such a diverse culture, and we will address the impact of technology and corporate sponsorship on the “goal” of education. In light of this and in keeping with the tenets of Catholic Social Teaching’s emphasis on those most disadvantaged and devalued in society, we will also explore scholarship that addresses the potential of education to liberate people from such modal inequalities and injustices for whatever might be meant by “full human flourishing,” and to transform ourselves into a more equitable social democracy.
ATTRIBUTES: Core Social Science, Ethics Concentration:Economics and Public Policy elective (ETEP), Diversity 1.

23993 PJ 2800-001 RACE, CLASS, & GENDER MWF 9:30-10:20 Bishop
In this course, we will develop and discuss how one’s identity, cultural location, and perceived difference (including one’s race, class, and gender, among others) organize and sustain inequalities that exist in the 21st century U.S. We will meaningfully engage authors who describe, historicize, and problematize inequality through interpretive, critical, and normative lenses. We will begin interpreting how to best understand the nature and context(s) of inequality. We will then apply a critical lens to these discussions, looking at how these forms of inequality are created and sustained. Finally, we will examine their normative dimensions, asking how we—as students/teachers/citizens—ought to engage this important sociocultural moment.
ATTRIBUTES: Africana studies minor/concentration, Cultural Studies, Ethics Concentration:Economics and Public Policy elective (ETEP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

23994 PJ 2800-100 RACE, CLASS, & GENDER T 6:10-8:50 Bradley
This class will explore the inequalities that exist in the U.S. resulting from the different realities of the intersections of race, class, and gender (sex). We will study the way society shapes how we understand and experience these categories of social difference, with a central focus on the ideas of oppression, privilege, and exclusion. The content of this class will include foundational and contemporary literature from diverse cultures and different disciplines that describe, analyze, and offer potential solutions to the experiences, practices, and policies that continue to perpetuate division among people. To that end, the perspective presented will be that of the most vulnerable to systems of power that serve to deny and devalue them. It is expected that we will remain open, responsible, and respectful of all points of view.
ATTRIBUTES: Africana studies minor/concentration, Cultural Studies, Ethics, Concentration:Economics and Public Policy elective (ETEP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

23996 PJ 2993-001 INTERNSHIP TBA Getek Soltis
23997 PJ 2996-001 INTERNSHIP TBA Getek Soltis

23998 PJ 4000-001 THE NATURE OF GENOCIDE MW 3:00-4:15 Horner
Genocide is perhaps the darkest of all human endeavors. This course is an attempt to shine an analytical light onto this modern phenomenon by tracing the causes of genocide through their historical, sociological, political, neurological, colonial, and religious roots. More than simply a parade of atrocity, this course seeks to understand perpetrators and the societies that allow, even encourage, the act of genocide. This is a multimedia, multi-disciplinary course that uses primary sources of the genocides in Rwanda, North America, Ottoman Turkey, Nazi Germany, and the former Yugoslavia. Definitions of genocide as well as the
circumstances that allow it are central to the course. Understanding the mind of the perpetrator is difficult and morally challenging - understanding can sometimes lead to uncomfortable empathy - but the larger goal of the course is to find ways to prevent genocide, not just stop it when it starts. Understanding perpetrators and our own human nature is of vital importance if we are to be proactive members of the world community who can smell smoke before there is fire. In this sense, this is not so much a course about genocides as it is about The Nature of Genocide.

ATTRIBUTES: Cultural Studies, Core Theology, Theology, Diversity 3.

23999 PJ 5000-00 GROWING INTO JUSTICE THROUGH AGRICULTURE
TR 10:00-11:15 Armon

Join us in the classroom and on local farms to explore food and agriculture and their relationship to ecologically sustainable and socially just lifestyles. Course topics include organic, biodynamic, and regenerative agriculture; permaculture; urban food deserts in Philadelphia and elsewhere; agriculture's connections to racial and economic equity; current international developments in sustainable and just agriculture; and how agriculture impacts human health and ecological biodiversity. We will consider how cultural, scientific, and economic perspectives impact agricultural practices and food availability as we read, discuss, watch films, visit local farms, and interact with guest speakers who work in justice-oriented agriculture. Ten hours of farm work at local urban or suburban farms is a required aspect of the course and will accommodate students’ schedules.


24000 PJ 5000-002 HISTORY OF HOMELESSNESS
TR 11:30-12:45 Sena

The History of Homelessness will offer an examination of the diverse societal perceptions of homelessness and poverty, and how those perceptions have shifted over time. Students will also study changes in government policy and how changing policy has affected people experiencing homelessness. It is the intention of this course to provide a framework for understanding the root causes of the expansion of homelessness in the U.S., and to convey a sense of the experience of homelessness and its consequences. There will be exploration of the current efforts to meet the immediate needs of the homeless. The course will empower students to advocate for sustainable changes which can prevent homelessness. Students will glean a deeper understanding of homelessness through readings and class discussions, and through interacting with people who are experiencing homelessness at the Student-Run Emergency Housing Unit of Philadelphia.


24782 PJ 5000-003 AGITATING FOR JUSTICE: FAITH ROOTED COMMUNITY ORGANIZING
TR 2:30-3:45 Leapheart

In movement-building work, to agitate is to hold individuals and institutions accountable to our highest values and noblest aspirations. How can we agitate Christian theologies, re-reading the Jesus tradition for communal liberation? How can Christian theologies agitate society, supporting public action for social and political change? The phrase "faith-rooted" describes a style of organizing and action work that is shaped and guided in every way by faith principles and practices. In this course, through readings, lectures, case studies, guest speakers, and written reflections, and a group project, we will explore faith-rooted community organizing as a response to social injustice, throughout history and today. In particular, we’ll examine how students and people of color, grounded in faith, have mobilized successful campaigns to redistribute power and resources to those who have been denied access. Students will ultimately use their analysis of Christian theologies and faith-rooted frameworks, methods, practices, and outcomes to participate in local organizing, including possibilities with POWER (Philadelphians Organized to Witness, Empower, and Rebuild) and VIA (Villanova Interfaith Activism).

ATTRIBUTES: Core Theology.
We often think of family – at least ideally – as a refuge where love and loyalty rule. But what does a commitment to justice imply about family life? What are the moral responsibilities of a society toward families? And can the family be an agent of positive social change? This course examines the moral meaning of relationships within the family: relations between spouses and the domestic division of labor, parenting and the commodification of children, responsibilities toward aging parents, etc. It also asks how a just society regards, defines, supports, and perhaps even intervenes in the family, investigating patterns of work-life balance, social and economic policies, and reproductive services. The course additionally asks to what extent the family is relevant for the pursuit of justice. How do we reconcile preferential treatment of relatives with our moral responsibilities to others, including the poor and marginalized? In particular, the course engages Christian ethics as a resource for thinking about the practices that cultivate justice within and beyond the family as a resource for thinking about the particular practices that cultivate justice within and beyond the family.

ATTRIBUTES: Cultural Studies, Core Theology, Theology.
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

22670 COM 3207-001 AFRICAN AMERICAN RHETORIC TR 2:30-3:45 Crable
What does it mean to be black—as an individual and as a member of a community—in the United States? How, historically, has the black experience been constructed through rhetorical discourse, and how does that process continue, in our present, 21st century context? In this class, we will examine these questions (and some answers to them) through a critical examination of a variety of rhetorical artifacts. The primary objective of the course is therefore to develop a comprehensive understanding of the symbols used to rhetorically construct and reconstruct the African American identity and community. Some of these symbols will include historical speeches, essays, articles, and poems written about the black experience in America. Some of these symbols will include contemporary media artifacts that continue to intervene in the struggle over the meaning of blackness in America. We will also study how these symbolic representations created (and create) lived realities sustaining systems of oppression that impacted (and impact) the lives of black Americans—and, indeed, all Americans.

22693 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY TR 1:00-3:45 Lewis
22694 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY TR 1:00-3:45 Marencik & McWilliams & O’Leary
The goal of the course is to allow students to use media-making in the service of social justice. As you participate in this course please remember this definition of a documentary: “Documentaries are about real life; they are not real life. They are portraits of real life, using real life as their raw material, constructed by artists and technicians who make myriad decisions about what story to tell whom, and for what purpose.”
This semester’s film will be about a K-8 school in West Philadelphia, St. Francis de Sales. This school has a remarkable academic reputation. The school describes itself as being “comprised of an eclectic and electrifying mix of refugees and children from over 45 nations.” The faculty and staff work hard to celebrate the many different backgrounds found in the student body. The school points out many of their students “have fled revolutions, guerrillas, and wars to come to America to pursue their dreams of peace and freedom. They are the survivors---from Cambodia, Bangladesh, Eritrea, Liberia, Sierra Leone, Dominican Republic, and dozens of other nations—and the future of our country.” We will use the film making process to explore issues of diversity in education. In-class time will be divided up between lectures, videos, exercises, and demonstration. Many class periods will be in-field production or post-production work. The goal of the course is for all of the students to gain experience in the production of a documentary film. However, after the first weeks of class all students will be given more specific roles so that the film can be completed in the time allotted.
This course will require a substantial time commitment from each student in addition to the Tuesday-Thursday class time. This is a 6 credit course: Permission of Instructor is required.
ATTRIBUTES: Section 001 – Diversity 3; Section 002 – Diversity 1, Cultural Studies, Peace & Justice.

22708 COM 5300-100 TOP IN IGR DIALOGUE: M 6:00-8:00 Bowen & Dwyer
IGR (Intergroup Relations) are 1-credit courses focusing on creating understanding relationships among people from different social identity groups (e.g., economic, racial and ethnic). This is accomplished by developing the communication skills of dialogic listening, empathy, and intentional engagement. In Fall 2018, all COM 5300 IGR courses will meet Mondays, 6-8pm (8/27/18-10/22/18) Students must complete the application at http://www.villanova.edu/igr and attend all classes. Permission of Chairperson required. Students will be placed in section COM 5300-100 and later assigned to topical dialogues on gender, sexual orientation, racial identity, race, socioeconomic status, and faith. Three IGR courses can be taken over the same or different semesters to count as a Free Elective in CLAS and VSB, as well as a Diversity 1 in CLAS.
TOPICS INCLUDE: RACE-Hibba Abugideiri, Celina Alexander, Joe Citera; GENDER-Carol Anthony, Ariella Bradley, Brian McCabe; SOCIOECONOMIC STATUS-Ed Fierros, Gabriele Bauer, Eloise Berry; ABILITY-Steve Sheridan, Christa Bialka, and Emily Pfender; SEX O-Chelsea Benincasa, John Edwards, and Nicole Subik; FAITH-Julie Sheetz, Ed Hastings, Denzell Stanislaus; AD. RACE-Carol Anthony,
Danielle Johnson, and Heidi Rose.

**ATTRIBUTES: Peace & Justice, Diversity 1, Permission of Director required.**

22714 COM 5300-107 TOP IN IGR DIALOGUE: ADVANCED RACE F 5-9 & S 9-5 Bowen, Dwyer

IGR (Intergroup Relations) are 1-credit courses focusing on creating understanding relationships among people from different social identity groups (e.g., economic, racial and ethnic). This is accomplished by developing the communication skills of dialogic listening, empathy, and intentional engagement. In Fall 2018, all COM 5300 IGR courses will meet **Friday 11/2 5-9 & Saturday 11/3 9-5**. Students must complete the application at [http://www.villanova.edu/igr](http://www.villanova.edu/igr) and attend all classes. Permission of Chairperson required. Students will be placed in section COM 5300-100 and later assigned to topical dialogues on gender, sexual orientation, racial identity, race, socioeconomic status, and faith. Three IGR courses can be taken over the same or different semesters to count as a Free Elective in CLAS and VSB, as well as a Diversity 1 in CLAS. **ATTRIBUTES: Peace & Justice, Diversity 1, Permission of Director required.**

**COM 5300-121 ADVANCE RACE & GENDER**

Dwyer & Edwards

October 26th 5-9pm and October 27th 9am-5pm

22733 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY TR 8:30-9:45 Powell

22734 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY TR 10:00-11:15 Powell

22735 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY MW 1:30-2:45 Remster

22736 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY MW 3:00-4:15 Remster

This course offers an overview of the nature and extent of crime in the United States. The course is designed to provide a fundamental understanding of how crime is defined as well as the historical crime trends in the U.S. and current explanations for these patterns. We will also explore: the key correlates of criminal behavior and existing theoretical explanations for these relationships, several types of crime in-depth, and contemporary forms of crime control and their consequences. Throughout the course we will analyze how crime is related to the broader social context. **ATTRIBUTES: Core Social Science, Peace & Justice. Restrictions: Closed to students who have completed Criminology 3000.**

22737 CRM 3001-001 JUSTICE and SOCIETY TR 1:00-2:15 Hannon

This course examines the U.S. criminal justice system from a sociological perspective. Sociological theories of social control and the origin of law are used to frame important issues of criminal justice and social policy. The most current studies are reviewed on the effectiveness of rehabilitation, decriminalization, deterrence, incapacitation, and various police initiatives. The major components of the criminal justice system (police, courts, and corrections) are analyzed with attention to possible tensions between due process and crime control, bureaucratic efficiency and adversarial checks-and-balances, and the law in theory and the law in practice. Finally, this course emphasizes the importance of understanding the criminal justice system as one of many social institutions relevant for crime reduction, and furthermore, stresses the ways in which effective criminal justice policy is contingent on the vitality of other social institutions (family, school, community, and economy). **ATTRIBUTES: Core Social Science, Cultural Studies, Peace & Justice, Diversity 1.**

24749 CST 2100-001 INTRODUCTION TO CULTURAL STUDIES TR 4:00-5:45 Hollis

What is culture? In this introductory course students explore the various definitions of culture in the era of globalization. We'll discuss commercialization and popular culture (music, TV, films, advertisements, etc.) and their representation in the print and electronic media across the globe phenomena. **ATTRIBUTES: Peace & Justice, Diversity 3.**

22983 EDU 2202-001 SOCIAL FOUNDATIONS OF EDUCATION II TR 4:00-5:15 Baker

Social foundations of Education traces the development of schooling in the United States from the Colonial period to the present. Special attention is given to critical reflection upon the historical, sociological and philosophical influences underpinning schooling in the country and how these influences impact
opportunities for education for persons in the dominant culture and minority cultures. Issues of political economy, ideology, the use of power and issues of justice and equality and equity will serve as frameworks for class reflection and discussion.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1, Service Learning Component.

22988 EDU 3263-001 DIVERSITY and INCLUSION  TR 10:00-11:15 Skrlac
An investigation of the complex issues of race, culture, gender, sexual orientation, and special education through intellectual inquiry and study. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education, gender education, and special education.

ATTRIBUTES: Africana Studies minor/concentration, Core Social Science, Peace & Justice, Diversity 1, Service Learning Component.

22989 EDU 3264-001 INTRODUCTION TO DISABILITY STUDIES  MW 1:30-2:45 Bialka
Disability Studies refers to the examination of disability as a historical, social, political and cultural phenomenon. As such, the field of disability studies assumes a social constructivist view that is “concerned with the social processes that ‘disable’ people” (Gabel & Danforth, 2002). This course will provide students with a framework for discussing and deconstructing disability and increase their understanding of the role, purpose and function of special education. Over course of the semester, students will have an opportunity to clarify and challenge their beliefs about what it means to have a disability. In addition to presenting undergraduates with information pertaining to specific disabilities and related pedagogical practices, this course sheds light on the social implications of disability. As such, students will examine ableism and the ways in which it is rooted in negative cultural assumptions about disability (Hehir, 2002). Furthermore, students will gain exposure to different theoretical models of disability and use these constructs to examine the legacy of special education in the United States and abroad.

ATTRIBUTES: Core Social Science, Cultural Studies, Peace & Justice, Diversity 1, Service learning component. EDU Majors and Minors Only.

24849 ENG 4692-002 THE LIVES OF THE UNDOCUMENTED  TR 11:30-12:45 Dhompa
In this course students will examine the lived experiences, conditions, and events of undocumented immigrants as represented by those who were, or who remain without legal documentation in the US. Through the genres of memoir, fiction, poetry, graphic novel, testimony, creative and critical essays, we will attempt to discuss how the perspective from undocumented immigrants are crucial to understanding citizenship in the US. You will be asked to think about these texts in their historical, political and cultural context, both locally and globally. We will examine concepts and designations of status such as, “citizen,” “noncitizen,” “illegal,” “recognition,” and their complex relation to borders, mobility, and nation. Readings will include Diary of an Undocumented Immigrant by Ramon Tianguis Perez; The Devil’s Highway by Luis Alberto Urrea; 187 Reasons Mexicanos Can’t Cross the Border by Juan Felipe Herrera; Undocumented Latino Youth by Marisol Clark-Ibanez; Illegal by Jose Angel N. and works by Carlos Bulosan, Edwidge Dandicat, Ronald Takaki, and Jose Antonio Vargas.

ATTRIBUTES: Peace & Justice.

23245 GEV 3001-001 INTRODUCTION TO SUSTAINABILITY STUDIES  MWF 9:30-10:20 Staff
In this interdisciplinary seminar course, we will explore the historical, philosophical, environmental, scientific, economic, and political dimensions of sustainability. Drawing on scientific theory, GIS data, documentary films, historical documents, guest speakers, and other diverse sources, students will examine case studies of local, national and international sustainability initiatives; the scientific data shaping debates on global climate change; and the issues facing people of color, indigenous groups, and women in the 21st century as a result of environmental exploitation and social exclusion. This is not a lecture course. Together we will investigate the most important moral and material issues of the 21st century via discussions that depend upon regular participation on the part of all seminar members.

ATTRIBUTES: Peace & Justice.
What is the meaning of “universal common good”? How can we begin to take steps to make progress toward achieving it? What are the major problems facing our global society? And, how do we begin to analyze them? This course is intended to introduce the students to think critically about these and similar questions in an interdisciplinary framework.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1 & 2.

24821 GIS 5011-002 NETWORKS OF REVOLUTION: IRISH, INDIAN, AND RUSSIAN REVOLUTIONARIES IN LONDON

TR 1:00-2:15 Lennon & Hartnett

Reading literary and autobiographical accounts, this team-taught course will map the networks of revolutionaries in late nineteenth- and early twentieth-century London. At the height of the British Empire, London became a hub for activists from a range of social justice movements, including Russian revolutionaries, women’s suffragists, trades union leaders, and nationalists from Ireland, India, South Africa, and Egypt. Against a backdrop of political agitation, we will trace the emergence of the political prisoner category and various passive resistance strategies, including the boycott, the hunger strike, and a range of publicity stunts or “outrages.” Within the pages of the periodicals such as Free Russia and Votes for Women and by writers such as those by Joseph Conrad, Peter Kropotkin, George Bernard Shaw, Sylvia Pankhurst, Jane Elgee, Leo Deutsch, W.B. Yeats, Bankim Chatterjee, Oscar Wilde, Padraic O’Conaire, and Vera Figner, debates between strategies of violence and non-violence were rehearsed and staged. As a backdrop, we will read historical accounts, theories of network analysis, and contemporary analyses of power by Annie Besant, Karl Marx, Roger Casement, and Mohandas Gandhi, all one-time residents of London in this age of foment.

ATTRIBUTES: GIS:Russian Area Studies; Russian Area Studies; GIS:Irish Studies, Irish Area Studies; English, History, Peace & Justice.

23311 GIS 6500-001 CAPSTONE RESEARCH

MW 1:30-2:45 TBA

The GIS Capstone seminar is designed as an introduction to the field of postcolonial studies, a dynamic field of research that has emerged and grown in the past twenty years. Postcolonial studies is defined by an interdisciplinary approach to a variety of issues, including: the experience of colonialism and anti-colonial struggles; the role of discourse, rhetoric, and language in processes of domination and resistance; the complex ways in which the colonial experience has shaped the modern world; and the social, cultural, and political conditions of postcoloniality. We will begin by defining issues of power relationships in a historic context. By looking at how certain categories pertinent to postcolonial theory--such as race, gender, and class--are constructed and by scrutinizing the role of power relationships in these constructs, we will be able unearth hidden agendas of colonization and the major issues of postcolonial societies.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1 & 2.

23314 GWS 2050-001 INTRODUCTION TO GENDER STUDIES

TR 1:00-2:15 MacDonald

This course provides a rigorous introduction to the arguments underpinning three fields: feminist studies, with an emphasis on women of color feminism; women’s studies; and gender studies. Although our materials will be wide-ranging and diverse, all of our discussions will help us study three fundamental and still-urgent questions about contemporary life: How do societies construct and regulate sex, gender, and sexuality? How do our bodies, gendered behaviors, and desires shape our identities and possibilities? And, perhaps most importantly, in what ways does feminism remain a vibrant and necessary resource as we seek to make sense of and influence our world?

ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 2.

23319 HIS 1065-002 GLOBAL ENVIRONMENT HISTORY

MW 3:00-4:15 Rosier

This course explores the history of the global environment and the history of environmental social movements, with an emphasis on the 1800s to the present. We will examine the roles of men and women in the global “ecodrama” as well as nature and its constituent elements via readings and documents on ecology, public policy, history and cultural studies to gain an understanding of how imperialism and capitalism
engendered “changes in the land” and how these changes gave rise to new cultural conceptions of nature and to environmental citizenship around the globe. We will also consider, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will document the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice” and, more recently, “climate justice.” In addition, we will consider the place of ‘nature’ in a global culture of consumption.

ATTRIBUTES: Core History, Peace & Justice.

23322 HIS 1075-100 GLOBAL WOMEN & DAILY LIFE
MW 6:00-7:15 Talley
This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

ATTRIBUTES: Core History, Peace & Justice.

23325 HIS 1150-003 SLAVERY MODERN WORLD
MW 3:00-4:15 Giesberg
This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery’s aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

ATTRIBUTES: Core History, Peace & Justice.

23328 HIS 1150-006 GENDER & CONQUEST
TR 2:30-3:45 Kerrison
This course will study the varieties of women’s experiences in the New World colonies of North America as well as the gendered concepts that allowed European men to conquer and subdue the Americas’ indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of “civilizing” the wilderness: French nuns in New France; English women in the Chesapeake and New England. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary); and how gender concepts were used to rationalize European imperial control of the Americas. The course will conclude by asking: how significant were these constructs of gender and race to the success of the western capitalist economy that developed in the Atlantic World of the early modern era?

ATTRIBUTES: Core History, Peace & Justice.

24835 HIS 1165-000 GLOBAL MKTS, EQUALITY & INEQUALITY
TBA/ Little
This course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes and consequences of colonization from 1500 to the present. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression.

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

ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 1.

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

ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 1.

This course offers an introduction to the history of Middle Eastern and North African Muslim women during the modern period (post 1800). We will take a cursory glance at various topics, starting with Islamic tradition and law as a historical basis, then move into issues of modern history, such as European imperialism, nationalism and decolonization, “the veil,” and the modern nation-state – in order to examine the social ideas about, and varied roles of, women in modern Middle Eastern and North African societies.

ATTRIBUTES: Arab and Islamic Studies concentration, Cultural Studies, Gender Women’s Studies, Diversity 2 & 3.

This course explores the modern history of India and Pakistan, two major countries in the region called South Asia or the Indian subcontinent. Beginning with the end of the Mughal Empire, we examine the rise and fall of British colonialism, the growth of anti-colonial nationalism, the birth of independent India and Pakistan in 1947, and their intertwined histories to the present day. The course pays close attention to how history informs and shapes contemporary politics, economics, and culture in the region today.

ATTRIBUTES: Arab and Islamic Studies, Peace & Justice, Diversity 3.

In this course, we will study two rival approaches to understanding political justice. We begin with Aristotle’s Politics, the work of classical philosophy that educates the practical work of citizens and statesmen. We will ask questions like these: Who should rule, and for what purpose? How to judge the rival claims made for oligarchy, democracy, and aristocracy, the regimes concerned with wealth, freedom, and virtue? Which of these, or what combination, is the right choice? The second half of the course considers the rise, in modernity, of a new kind of government, one that secures the rights of individuals, governs itself through representation, and thrives on commerce. Why did philosophers like Montesquieu and statesmen like James Madison think that justice is better served in a modern republic than in the regimes recommended by Aristotle? Were they right to think so?
ATTRIBUTES: Peace & Justice. Non-Honors students may take an Honors course with the approval of the Director; Minimum 3.33 GPA required.

23388 HUM 2002-001 HUMAN PERSON  
**MW 3:00-4:15 Grubiak**
Is our understanding of the human person sufficient to rise to the challenge of life in the twenty-first century? Covering authors from Tolstoy to Tolkien, this Humanities Gateway seminar examines fundamental aspects of the human experience, from birth through death, and considers how to pursue the good amid the dramatic unfolding of human life.  
**ATTRIBUTES: Peace & Justice. Contact Chair of Humanities for Registration.**

23390 HUM 2004-001 SOCIETY  
**MW 4:30-5:45 McCarraher**
We live in a time when political, economic, and family life dominate our horizon of concerns. And yet we also live in a time when we seem cynical about the possibility of finding meaning in them. How is our dependant, rational nature developed in society through marriage, family, work, markets, and government? How can we engage these activities today in a way that is genuinely good for us?  
**ATTRIBUTES: Peace & Justice, Political Science. Contact Chair of Humanities for Registration.**

23392 HUM 2900-002 RACE & DEMOCRATIC DIGNITY  
**MWF 11:30-12:20 Shiffman**
This course will seek to understand contemporary concerns about race in America against the backdrop of and in reference to notions of the kind of dignity that our understanding of American democracy seems to promise to uphold and respect. Through constructive dialogue between political philosophers seeking to understand the animating aspirations of democracy and African American authors concerned with the manifestations of these issues in American democratic culture, we will try to clarify and deepen our understanding of the puzzling and challenging interplay of race, democracy and dignity.  
**ATTRIBUTES: Peace & Justice, Diversity 1.**

23395 HUM 2900-005 FORGIVENESS and PUNISHMENT: MULTICULTURAL PERSPECTIVES on the POWER TO FORGIVE  
**TR 1:00-2:15 Couenhoven**
When someone wrongs you, when is it good to forgive--and what does that require? Must we give up anger in order to forgive, or might we punish even while forgiving? An introduction to Christian, Jewish, Muslim, political, psychological, and philosophical views of forgiveness.  
**ATTRIBUTES: Core Theology, Theology, Diversity 3.**

23455 MAT 1290-002 TOP: A MATHEMATICAL EXPLORATION of FAIRNESS  
**MWF 12:30-1:20 Pollack-Johnson**
What do we really mean by the word “fair”? What is fairness? What is the level of inherent fairness of various activities and structures that we participate in every day? What gets in the way of fairness? Could we structure things differently to bring about more fairness? How can we increase the level of fairness in our lives and in our world at all levels?  
**ATTRIBUTES: A&S Core Math, Peace & Justice.**

23811 NUR 7070-DL1 NUTRITION and GLOBAL HEALTH  
**TBA/ Costello**
Examines existing and emerging issues in nutrition globally, with special emphasis on the developing world. Analyzes influence of human biology, the environment, culture, socioeconomic status, politics and international policies on nutrition and its impact on health of individuals and populations. **Online Distance Learning.**  
**ATTRIBUTES: Peace & Justice.**

23812 NUR 7081-001 INTERNATIONAL HEALTH  
**R 5:20-7:20 Mariani**
This course provides for an examination of international and intercultural environments for nursing and health with a specific focus on the similarities and differences of people and communities in meeting health/illness needs and factors which bear on this process.  
**ATTRIBUTES: Peace & Justice.**
America’s cities and suburbs are at a crossroads. After decades of suburban flight, cities are now faced with countless challenges and obstacles as they struggle to redefine themselves. In this course, we will investigate the politics and problems of metropolitan America using varied lenses – political, sociological, economic, cultural, and personal. Central themes of the course focus on: 1) the notion of place and why it matters to the future of America’s cities; 2) the importance of power – who has it, who doesn’t, and the ramifications of that for city and suburban life and policy; and 3) the role of institutions in shaping policy debates and outcomes. Additionally, we will spend significant time engaging pressing public policy issues, such as the environment, education, and economic development.

ATTRIBUTES: Core Social Science, Distance Learning, Fast Forward Course, Peace & Justice, Political Science, Social Science.

This course explores contemporary ethical issues in medicine and health care through case analysis, academic research, and class discussion. Students will develop the philosophical tools and sensitivities needed to assess and resolve complex ethical situations, with a particular focus on those situations that are commonly encountered by clinicians and researchers throughout their careers. Topics include: beginning and end of life issues, organ transplantation, emerging reproductive technologies, genomic testing, assisted suicide, and informed consent. While this course is primarily designed for future clinicians, other interested students are welcome to participate as well.

ATTRIBUTES: Ethics Concentration: Health Care elective (ETHC), Peace & Justice.

This course will expose you to contemporary philosophical problems in medicine and health care. Through reading, critical reflection and classroom dialogue, you will learn to see yourself as part of a society that must take responsibility for its goals and uses of power concerning issues of life and death. This course is geared toward future clinicians. As such, we will pay close attention to the way that certain ethical dilemmas challenge health care professionals in particular. This course will teach a method for ethics clinical case consultation. Non-clinicians are welcome to take the course, but need to be aware of the professional focus of the readings and assignments. We will learn the philosophical basis from which to address and to discuss moral problems. When relevant, we will explore the differences in approach to medical ethics between the philosophical and the theological. Topics include: cultural competency, genetics, human experimentation, organ transplantation, physician-patient relationship, physician-nurse relationship, informed consent, end of life challenges, assisted-suicide, new reproductive technologies, and managed care.

ATTRIBUTES: Ethics Concentration: Health Care elective (ETHC), Peace & Justice.

This course will explore ethical questions which concern the physical and biological environment, including analysis of competing priorities among environmental, economic and political values. We will examine the theoretical underpinnings of our ethical choices as well as specific issues and dilemmas related to the environment, its preservation, provision, and threats to its continued sustainability.


The first section of the course is dedicated to analyzing the historical emergence and evolution of three major political configurations that have marked the history of the Euro-American world: cosmological political culture, ecclesiastical political culture, and contractual political culture. This macroscopic overview of the history of political cultures will allow us to highlight the specificity of the contractual political culture that emerged during the Enlightenment. We will focus most notably on the links between a series of unique characteristics of modern politics: the development of the appearance of modern democracy and social
contract theory, the “birth” of public opinion, the formation of the nation-state, the transformation of the notion and practice of revolution, the gradual displacement of the limits of political visibility (which opened up to workers, women, foreigners, and other so-called “minorities”), and the emergence of a battery of new concepts for thinking politics, including the modern concepts of race, culture, civilization, ideology, popular sovereignty, and terrorism.

The second section of the class will adopt a microscopic perspective by concentrating on the specificity of our own contemporary socio-political ethos and how it may or may not distinguish itself from modern contractual political culture. We will investigate, more specifically, some of the underlying themes in contemporary debates regarding political liberalism, communitarianism, multiculturalism, radical social transformation, minority rights, gender and racial equality, the prison-industrial complex, terrorism, environmentalism and globalization.

ATTRIBUTES: Peace & Justice.

23906 PHI 2450-001 CATHOLIC SOCIAL THOUGHT MWF 12:30-1:20 Scholz
This course examines the papal encyclicals that constitute Catholic Social Teaching. As we read this rich body of work, we will focus our attention on the themes of dignity of the human person, human rights, solidarity, and subsidiarity. The encyclicals address challenges to modern life and topics pertinent to living in society such as workers’ rights, environmental stewardship, poverty and economic development, racism, and gender roles in the family. Our aim is to create a cooperative community in which we explore pressing contemporary issues illuminated by the social teachings of the Church.

ATTRIBUTES: Cultural Studies, Ethics Concentration: Economics and Public Policy elective (ETEP), Peace & Justice, Core Theology.

24020 PSC 2220-001 INTERNATIONAL LAW TR 1:00-2:15 Schrad
The rules and principles of international law based on a study of treaties, diplomatic practice, and cases dealt with by international and national courts. An investigation of the development of international law, its core features and approaches, based on an examination of treaties, diplomatic practice, and changing normative dynamics as evidenced through national and international courts to more fully understand its roles as both an instrument of, and a constraint on, the actions of states.

ATTRIBUTES: Core Social Science, Peace & Justice.

24021 PSC 2260-001 WAR and CONFLICT TR 1:00-2:15 Dixon
This course is designed to introduce students to central approaches, concepts, and topics in the study of war and conflict. We will start with the major theories in the field of international relations, focusing in particular on theoretical explanations for war. In addition to these theories, the course will cover a selection of topics related to conflict and violence, including: the causes of civil war and ethnic violence, the causes of genocide and mass killing, nuclear deterrence and the causes of nuclear proliferation, the emergence and effects of the laws of war, the causes of terrorism, the relationship between religion and violence, the nature of security and conflict in cyberspace, and arguments for and against humanitarian intervention.

ATTRIBUTES: Peace & Justice.

24179 SOC 3600-001 RACE & ETHNIC RELATIONS MW 1:30-2:45 Kramer
Race and ethnicity have long been key dividers of American society, and as such, a main focus of sociological work since its inception. This course introduces the sociological study of race, ethnicity, and assimilation. The class examines the different experiences and outcomes of individuals of different racial and ethnic backgrounds, the historical processes, and the growth of new racial formations, group divisions, and outlooks for the future. The class begins with classic work on race and American society, but spends most of the time looking at more recent research and theorization. The course will also discuss the empirical realities of racial inequality, reasons for both optimism and pessimism, and theoretical understandings of the origins of such inequality—both “liberal” and “conservative” theories. The work also takes a critical eye towards the academy and how academic work can be used to work both towards racial equity and against such efforts, either intentionally or unintentionally. Due to the long history of racial inequality in American society and the very different theories to explain such inequality, the class may be contentious, topics raised difficult, and
students may feel challenged by the materials. That’s okay—in fact, that’s a sign the course is doing what it should.


24180 SOC 3880-001 SOCIAL MOVEMENTS TR 4:00-5:15 Bracey
Social movements are oft-seen, but little understood phenomena. In the United States and other democracies, movements simultaneously appear both distant and ever-present. Although some see movements as troublesome threats, others view them as their best hope for improving social conditions.
This course is a survey of social movements as social phenomena. Key topics in the course include: definitions of social movements; causes for emergence, success, and decline; outcomes; strategic and tactical choices; importance of identity, culture, and informal phenomena; role of states, formal institutions, and opposition groups. Throughout the course, we will consider social movements from multiple perspectives, particularly those of activists, researchers, states and opposition groups.
Upon conclusion of the course, students should be able to: identify and define social movements; recognize movements’ relationship to other social forces; analyze contemporary movements’ opportunities, tactics, strengths, and weaknesses; and recognize common features of activists’ motivations and experiences.

ATTRIBUTES: Peace & Justice.

24244 SPA 2993-001 SPANISH COMMUNITY INTERPRETER INTERNSHIP MW 4:30-5:45 Rivera Hernandez
24247 SPA 2993-002 SPANISH COMMUNITY INTERPRETER INTERNSHIP TBA/TBA
The course is designed for undergraduate students with advanced proficiency in Spanish who seek to apply and improve their linguistic and cultural competencies in a real-world setting. This course in community interpretation prepares the interns to be verbal interpreters and/or translators of (oral and written) documents, from English to Spanish or vice versa, by introducing them to the basic theory and strategies for written translation and oral interpretation. This includes an introduction to two-way interpretation, consecutive interpretation, general and legal translation, and specific linguistic areas relevant to the needs of the Law School Clinic clients. Through hands-on practice and exercises, the interns develop the fundamental analytical, cognitive, and linguistic skills that are essential for written translation, and two interpretation modes (consecutive and sight translation). This community-based learning course allows the student intern to use his/her Spanish abilities while helping law students to serve the Latino community in Southeastern Pennsylvania. As part of the course, students will enhance their consciousness about the unfair conditions many immigrants need to face while they struggle to start a new life in the US and to provide for their families and themselves. Students will have the opportunity to be in contact with the immigrant Latino community and, as a consequence of that interaction, they will develop a greater understanding about their situation, along with more compassion and tolerance.

ATTRIBUTES: Peace & Justice, Diversity 1.

24247 SPA 3074-001 HISPANIC CINEMA TR 2:30-3:45 Codebo
Analysis of films from Spain and/or Latin America as a reflection of political and social circumstances. Prerequisite: 1132 or equivalent

ATTRIBUTES: Cultural Studies, Latin American Studies requirement, Peace & Justice, Diversity 1.

24250 SPA 3412-003 NARRATIVES of WAR on DRUGS TR 8:30-9:45 Diego Rivera Hernandez
In this course we will examine literary and cinematic reactions to the Drug War and its devastating consequences against civil society. The course follows Adriana Cavarero’s argument that an ethics of apprehension of violence must be undertaken not from the perspective of the perpetrator or the terrorist, but from that of the victims. We will study works of empathy and solidarity by journalists, writers and independent filmmakers giving voice to the forgotten and unseen victims of the violence in Mexico. Through the analysis of journalist’s chronicles, novels and documentaries, we will discuss the participation of citizens and activists undertaking an active political role in search for truth and justice in cases of homicides, disappearances, and human rights violations that the State do not investigate. The course includes a wide
selection of readings and also videoconferences with journalists, activists and human rights defenders. The
course is taught in Spanish.
ATTRIBUTES: Peace & Justice.

24331 THL 3740-001 LIBERATION THEOLOGIES
TR 8:30-9:45 Purcaro
This course is designed for students in the Service Learning Community. Fr. Art is an Augustinian who
served with the poorest of the poor in Peru for 30 years. He brings a wealth of experience and love for the
poor to this course. Liberation Theology calls us to see how the poor are marginalized by society, describes
how to work among them in order to advocate on their behalf, and most importantly to use what we have in
order for the poor to find their power so they can advocate for themselves. Liberation Theology proposes
that Christ desires to free our fellow human beings from the social structures that keep them impoverished. St
Augustine stated: You give bread to a hungry person; but it would be better were no one hungry, and you
could give it to no one. (Tractate 1 John 8,8) This course will examine the role of Charity and the pursuit of
Justice, as well as how we think about and work with and for the poor.
ATTRIBUTES: Peace & Justice, Sophomore Service Learning Community only, Diversity 3.

24342 THL 6000 - 002 INTERFAITH LEADERSHIP: ENGAGING DIFFERENCE AND FINDING
COMMON GROUND
TR 8:30-9:45 Sheetz-Willard
This course introduces students to the interfaith movement in the United States – its history and role in
promoting interfaith engagement and cooperation, and shared work for the common good. Through reading,
discussion, site visits, guest speakers and experiential opportunities, we will develop religious literacy, skills
and appreciative knowledge that will help us address some of these critical questions: What is at stake when
people who orient around religion differently interact? How can I dialogue respectfully with someone of a
different religious (or non-religious) background? How do I counter prejudice based on (mis)perceptions of
religious difference? What is pluralism and how is it different from diversity? What is interfaith leadership
and what would it mean for me to embrace this role – as an expression of my own faith or ethical perspective
– in my community and vocation? How might interfaith leaders help to overcome the religious divisiveness
and polarization of our contemporary culture?
ATTRIBUTES: Core Theology, Theology, Peace & Justice.

PLEASE SEE REVERSE SIDE FOR A PEACE & JUSTICE APPLICATION FORM
CENTER FOR PEACE AND JUSTICE EDUCATION

Minor Application Form

The interdisciplinary curriculum of the Center for Peace and Justice Education is rooted in Villanova’s Augustinian tradition of education in the service of peace and social justice, with particular emphasis on the poor and marginalized in society. Students are prepared to understand the essential elements of a moral and just society, reflect on models for socially responsible resolution of injustice and conflict, and learn the necessary skills to be advocates for a just and peaceful world.

MINOR (18 Credits/6 Courses)

To satisfy the minor, students must complete the following:

- **One Foundational Course from the following:**
  PJ 2250 Violence and Justice in the World
  PHI 2450 Catholic Social Thought
  PJ 2700 Peacemakers and Peacemaking
  PJ 2800 Race, Class and Gender
  PJ 2900 Ethical Issues in Peace and Justice

- **Five PJ Electives**
  o PJ courses or courses with the PJ attribute
  o Three 1-credit courses with the PJ attribute can be bundled to count as one elective, e.g.,
    COM 5300: Intergroup Dialogue (IGR)

- **PJ ePortfolio** (three pieces of work and short reflection)

NOTE: No more than three foundational courses may receive credit for the minor. No more than three 1-credit courses may receive credit for the minor.

To apply for a Minor in Peace and Justice, please complete the information below or apply on-line at peaceandjustice@villanova.edu. Return it to Dr. Kathryn Getek Soltis, Director of the Center for Peace and Justice Education, Corr Hall, 106. Or email: kathryn.geteksoltis@villanova.edu

Name ______________________________________ Student # ___________
Email Address ______________________________
Date of Graduation ________ I wish to pursue a Minor ___________
To consider a major in Peace & Justice Studies Please contact the director Dr. Kathryn Getek Soltis, kathryn.geteksoltis@villanova.edu

MAJOR (30 credits/10 courses) The major in Peace and Justice Studies is offered in collaboration with the Department of Global Interdisciplinary Studies. To complete the major, students take five required courses (PJ 2800: Race, Class, and Gender; GIS 2000: Intro to Global Interdisciplinary Studies; PJ 2993: Internship; GIS 6500 Senior Capstone 1: Research; GIS 6600 Senior Capstone 2: Thesis) and five elective courses in Peace and Justice, courses with a Peace and Justice attribute, or courses otherwise earning Peace and Justice credit. Electives should be determined in consultation with the program director and tailored to the student’s field(s) of interest.