31971 PJ 2800-100 RACE, CLASS, AND GENDER  
R 6:10-8:50 Schultz
What is oppression? What's its relation to racial, sexual, gender and class identity? How can we resist oppression? Together we’ll try to answer these three questions. We’ll do this by examining social identities as they are formed at the intersections of race, class, gender, and sexuality. We’ll generate ideas about the nature and structure of oppression, violence, and social equality, as well as possibilities of resisting oppression, by examining both classic and more recent theory. But we’ll also be examining current policies, trends, movements, and events. An important component of this course will be the examination of the current situation, and to that end we’ll read speeches by President Obama and recent articles from Philadelphia Magazine and The New York Times and The Philadelphia Inquirer. We can only tackle our two questions by creating a cooperative learning environment: by making our class a workshop in which we critically examine our own vantage-points in constant dialogue with one another. In this class it’s essential that we learn from and teach one another.
ATTRIBUTES: Africana studies minor/concentration, Cultural Studies, Ethics elective (EEPP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

31972 PJ 2900-001 ETHICAL ISSUES IN PEACE & JUSTICE  
TR 2:30-3:45 Stehl
This course will introduce and examine the economic, political, and social roots of contemporary moral issues, with special emphasis on the Catholic Christian perspective. The course will survey issues like poverty, globalization, violence, conflict, and human rights. This primary focus will explore: the historical & cultural elements of environmental exploitation, critiques of fossil fuel dependency & peak oil, the ethics & principles of natural systems and holistic design that go beyond sustainability (permaculture), and practical alternative approaches toward social, economic & environmental justice.
ATTRIBUTES: Environmental Studies, Ethics elective (ETST) Core Theology.

31973 PJ 2993 INTERNSHIP
31974 PJ 2996 INTERNSHIP

31975 PJ 4000-H01 PATHS IN UTOPIA  
TR 4:00-5:15 McCarraher
A map of the world that does not include Utopia is not worth even glancing at," Oscar Wilde once wrote. In this course, we'll be looking at maps that did include Utopia, and determine whether or to what extent they are worth glancing at. From Eden and Atlantis, Cockaigne and El Dorado, to the technological utopias of modernity, people have imagined ideal societies throughout the ages, communities in which justice, dignity, and love have triumphed -- once and for all. While utopias have been invaluable in spurring reform or revolution, they have also been sources of disappointment and bloodshed. We will trace the utopian imagination in a number of genres and disciplines, from literature, philosophy, and theology to science fiction and advertising, and consider some examples of dystopia as well. Authors will include Plato, Thomas More, Francis Bacon, Samuel Butler, Edward Bellamy, William Morris, Martin Buber, Aldous Huxley, and Ursula Le Guin.
ATTRIBUTES: Honors, Humanities. Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.getekspoltis@villanova.edu
What is true justice and to what extent does our criminal justice system implement it? This course begins by engaging Scripture and classic theological voices in an attempt to reconcile divine justice with punishment, atonement, and notions of damnation/salvation. After also examining key ethical theories of justice and punishment, we examine the realities of criminal justice in America. Our focus on current practices in sentencing and corrections will include the war on drugs, solitary confinement, life without parole, re-entry, education in prisons, and the intersection of criminal justice with race and class. Ultimately, how might theological and ethical approaches to justice inform (and reform) our courts and prisons?

**This course includes an optional service-learning component to tutor those involved in the criminal justice system. Locations of tutoring for Spring 2015 are being finalized. Options in the past have included Graterford Prison and Sisters Returning Home in Germantown.**

ATTRIBUTES: Criminal Justice, Ethics elective, ETPL, Humanities, Core Theology, Diversity 1.

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.

ATTRIBUTES: History, ETEP, Diversity 1.

This course will examine American culture through the lens of its national pastime – baseball. We will explore the politics of race, citizenship, gender, labor, public and private space, popular culture and advertising, among others, as we ask what baseball represents, what it should represent, and how it relates to justice. How might baseball and the ideals of the American dream correlate? How do they fall short? What does baseball reveal about our national identity? Our values? Our ethics? Through literature, film, and essays, we will examine baseball as an agent of socialization, a source of economics, a powerful generational connection, and as a transmitter of rhetoric and culture. In critiquing its failings and celebrating its efficacy, we will investigate how baseball continues to be an important component of American society. Knowledge and/or love of baseball are not a pre-requisite, but are welcomed.

ATTRIBUTES: Africana Studies, English, Gender & Women’s Studies, Sociology, Diversity 1 & 2.

This class will teach students about major areas of United States discrimination law and the development of the law in these areas. Given the varied and expanding areas in which discrimination law of some sort comes into play, the course will be limited to racial, gender-based, and sexual preference-based discrimination. An overview of age or disability discrimination will be selected according to student interests, if time permits. The course will begin with an introduction to the relationship of the United States Constitution, federal statutes, and case law. Students’ case materials cover the development and current status of discrimination and civil rights law as it exists in different contexts. From the materials, students will also glean a working knowledge of the United States Supreme Court and the federal judicial system. Class arguments will develop an understanding of the finer points of constitutional fairness and its relationship to concepts of individual justice

ATTRIBUTES: Ethics elective, ETEP, ETPL, Diversity 1.
This course will be an examination of the past and present scholarship which serves to debate and deconstruct the nature of whiteness. Historically, whiteness has been the unexamined, invisible, normative backdrop from which people of color have been defined, delimited, and “othered.” We will analyze the nature and structure of “whiteness” and the spectrum of white supremacy that is affiliated with it. “White supremacy” and "white privilege" will be central issues of the course, as they are deployed through and embodied in people (of different races), different systems of thought, and various social practices and institutions. The course will conclude by looking at the debate over the question of whether or not “whiteness”, as a social construct and personal identity, can be recreated and rehabilitated from the privilege, invisibility, and the normative power it has involved.

ATTRIBUTES: Africana Studies, Cultural Studies, ETEP, ETPL, Honors, Philosophy, Diversity 1. Non-Honors students with a minimum 3.0 GPA are eligible for this course and should contact the director, kathryn.geteksoltis@villanova.edu.
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

30690 COM 3201-001 Rhetoric and Social Justice  TR 2:30-3:45 Murray
In this course, we will explore and critically examine discourses on social justice and human rights through an integration of rhetorical theory and criticism. Of central importance to ensuring social justice and human rights are those communicative/rhetorical acts that disrupt, provoke, encourage, and help to mobilize. From public debates to mediated dialogues, from embodied politics and performances of resistance to more extreme acts of violence and terrorism, the rhetorical scholar has a responsibility to study how those practices enrich (or hinder) social justice and participation in public life as well as determine their effectiveness, ineffectiveness and ethical dimensions.
As a student in this course, you will learn how to identify, analyze, invent, augment, and/or challenge the complex array of discourses on social justice and human rights. You will be introduced to the theoretical foundations of rhetoric and social justice and the various communicative techniques and strategies common to those struggling to advance human rights. In addition, you will gain exposure to an array of contemporary and historical debates that continue to shape popular and political culture. 
ATTRIBUTES: Peace & Justice.

30691 COM 3207-001 African American Rhetoric  TR 1:00-2:15 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.

30692 COM 3240-001 Performance for Social Change  MW 1:30-2:45 MacDonald
This course explores four basic questions: 1) What is the relationship between the aesthetic and the rhetorical? 2) How can performance utilize multiple art forms and media to influence social change and social justice? 3) What is the relationship between performer and audience? 4) How can performers work in collaboration to inquire about social issues as well as to perform in ways that enact change? Thus, we will explore performance as simultaneously a process and product—a means of exploring questions about self and society, and at the same time a means of articulating a rhetorical message designed to spark some kind of change.
In order to facilitate this exploration, our semester’s work will revolve around a theme: “Identity and Materiality.” In addition to shorter performances and exercises, primary work will involve selecting and researching a social issue related to this theme, then playing with various media and modes of performance to wrestle with the questions raised, and finally creating a script and performing the piece for class and public.
ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 1 & 2, Fine Arts requirement.

32737 COM 3490-100 Dialogue & Intersectionality  M 6:10-8:50 Bowen
This course focuses on the intersections of identities (gender, race, sexual orientation, religion). Consistent with topical IGR courses, this course utilizes dialogue as the method through which examination of texts and experiences are analyzed. We will deconstruct the dimensions of dialogue as a communicative process, learn skills to engage in fruitful difficult dialogues, and explore discrimination, oppression, and power based on the intersections of identity. A prerequisite to this class is the successful completion of a 1-credit IGR course and/or recommendation of the instructors.
ATTRIBUTES: COM 5300 is a prerequisite, Peace & Justice.
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 Spring 2017, all COM 5300 IGR courses will meet Tuesdays, 6-8pm. Students must complete the application at 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.

Advanced Race will take place on a Friday evening and Saturday TBD. All students must complete the form at www.villanova.edu/IGR; Students must have previously taken the Race or Racial Identity IGR course; permission of Chairperson required.

ATTRIBUTES: Peace & Justice, Diversity 1.

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.

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.

American popular culture is a media-rich amalgam of creations that have spread around the globe--for better or worse. This course focuses on these creations, studying them from the perspectives of rhetorical, cultural and visual theory. Objects for interpretive critique come from practices of everyday life as well as music, social media and "selfies," cinema, fashion, shopping, and "slanguage," paying special attention to issues of representation and power. The approach is intersectional with a focus on gender, race, class and more; theoretical methodologies will include feminism, Marxism, gender and race theory, and postmodernism. We will strive for lively class discussions and possibly take a fieldtrip to see Fun Home, the graphic novel which has been made into an award winning Broadway play. Class projects will involve rigorous textual analysis which will occasionally be combined with music and images to create videos and multimodal presentations. Towards the end of the course, we will turn to
non-commodified forms of popular culture (admittedly a debatable concept) such as folk art and graffiti.

ATTRIBUTES: Peace & Justice.

31002 EDU 3263- 100 DIVERTIY & INCLUSION R 6:10-8:50 Staff
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.

31003 EDU 3264- 001 INTRODUCTIN 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.

31181 ETH 3010-001 TOP:TRAGEDY & RESPONSIBILITY TR 1:00-2:15 Wilson
31182 ETH 3010-H01 HON: TRAGEDY & RESPONSIBILITY TR 2:30-3:45 Wilson
From Oedipus and Bruce Wayne to Nelson Mandela and the Kennedys, life and literature present us with figures whose experiences are inescapably tied to tragedy. Much of life is beyond our control: we are, in this sense, fortune’s fools. But is our very goodness subject to the whims of fortune? Do we need good luck to achieve the good life, or do we take comfort knowing that morality is immune to the fates? Can we be held responsible for things that are beyond our control, and why do we seem to mourn and rejoice our tragedies and triumphs even when they occur through happenstance? With these questions in mind, contemporary moral theorists have debated whether certain visions of morality provide an impoverished vision of the self, one that fails to account for the significance of luck, emotions, personal integrity, and interpersonal commitments. At stake in these debates are fundamental issues of human agency, responsibility, and the scope and limits of morality itself. This course explores questions about moral responsibility through the lens of tragedy, focusing on the way that our experiences of misfortune confront and at times confound our received notions of autonomy, freedom, and accountability. Of special interest will be the way that some Christian perspectives diverge from and perhaps enhance western philosophical approaches.


31196 FFS 2993-001 INTERNSHIP: MADAGASCAR TR 2:30-3:45 Achille
This course is part of an interdisciplinary collaborative project between Catholic Relief Services and Villanova University that aims at offering support to CRS-Madagascar’s humanitarian actions in the island. In this course, we will translate documents provided by CRS-Madagascar and other Colleges on campus involved in the partnership (Engineering, Nursing, Business). Translations will be done both from French to English and from English to French depending on the targeted audience. They will include reports of completed and ongoing projects implemented by CRS in Madagascar and destined for CRS’ offices throughout the world, headquarters, donors as well as CRS’ local partners. We will also work on PowerPoint presentations to be used in workshop presentations requiring both written and oral translations. Other documents may include manuals, brochures, etc. The other half of the course will be dedicated to understanding CRS’ Fafarano project, which this course is contributing to, while studying Madagascar’s history and culture. The goal will be to link, through a case study of CRS’ operations, a basic understanding of the nature and ethics of humanitarian work in Madagascar with the
country’s specificities from a historical, political and cultural standpoint. We will start with Madagascar’s pre-colonial history and will dedicate a significant amount of time to the colonial period in order to understand the impact of the French occupation on Madagascar’s contemporary challenges. We will attempt to identify how the long lasting effects of colonization on the country’s economy and political sphere, combined with neocolonial practices, result in challenges that NGOs such as CRS attempt to address. We will also study Madagascar’s salient cultural practices to reflect upon how humanitarian projects, based on the lessons learned and best practices provided by CRS, could be implemented in order to be most effective and not interfere with the local beliefs and traditions.

ATTRIBUTES: Peace & Justice, Diversity 3.

31287 GWS 2050-001 GENDER and the WORLD
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: Core Social Science, Cultural Studies, Peace & Justice, Diversity 2.

32613 GEV 3000-001 INTEGRAL HUMAN DEVELOPMENT: MADAGASCAR, a CASE STUDY
This multidisciplinary course will introduce students to the field of International Development, drawing on CRS’ work in Madagascar. They will have an opportunity to explore how their education and skills can contribute to the fight against global poverty, resource inequality, environmental degradation, food and water insecurity, and global health threats. Students will learn how international development is done from professionals working for a major international relief and development agency and from Villanova professors drawing on their various disciplines and own research. They will be introduced to CRS’ Integral Human Development (IHD) framework and how it is challenging international aid. Students will explore how foreign assistance, donor agendas, local partnerships, impact investing, civil society strengthening, gender equity, peacebuilding, and social justice can be integrated into a holistic approach to development.

ATTRIBUTES: Africana Studies, Cultural Studies, Environmental Studies, Global Health Minor, Peace & Justice, Sustainability Studies, Diversity 3. Permission by Director of the VU/CRS Partnership, daniel.l.griffin@villanova.edu

31250 GEV 3521-001 GIS for URBAN SUSTAINABILITY
This course is an introduction to spatial aspects of urban sustainability. For the first time in history more than half of the world’s population lives in urban areas. By 2050 the share of the world’s urban population is expected to reach 70 percent. As urban population growth continues, urban centers face the problems of aging infrastructure, economic growth, changing climate, congestion, pollution, and demands of inhabitants to enhance their quality of life. Cities consume 75 percent of world’s energy and produce almost 80 percent of global GHG emissions. In response many cities are working to reduce their environmental footprint, and sustain healthy economic, social and cultural life. Creating a sustainable urban agenda requires new models of operation. The purpose of this course is to prepare its students to understand and analyze sustainability issues being faced by cities. In particular, we will focus on spatial issues related to urban sustainability and learn to utilize Geographic Information Systems in the analysis of urban sustainability.

ATTRIBUTES: Peace & Justice.
31278 GIS 2000-001 INTRODUCTION TO GLOBAL STUDIES TR 1:00-2:15 Akoma
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: Africana Studies, Core Social Science, Cultural Studies, Peace & Justice, Diversity 3.

31302 HIS 1165 – 001 GLOBAL MARKETS, EQUALITY & INEQUALITY MWF 8:30-9:20 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: Peace & Justice.

31313 HIS 2181-100 CIVIL WAR & RECONSTRUCTION MW 1:30-2:45 Giesberg
This course will be a study of the U.S. Civil War and Reconstruction. The course will be divided into three chronological periods. For the first three weeks, we will consider events leading up to the Civil War. Then, we will examine the war years themselves, including events on the battlefield and on the home front. In the final three weeks of the class, we will consider the period of Reconstruction and how the war is remembered today.
ATTRIBUTES: Peace & Justice, Diversity 1.

31315 HIS 2292-001 AFRICAN AMER. HIS. SINCE EMANCIPATION MWF 10:30-11:20 Little
Continuing the themes of resistance and creativity, the second half of this introduction to African-American History will discuss the development of the African-American communities in the era following The Civil War. Discussion will include Reconstruction, Northern Migration, Jim Crow and Segregation, and Protest Thought and Civil Rights, as well as other topics.

31342 HON 4951-001 CONTEMPORARY ISSUES of INTERCOLLEGIATE ATHLETICS MWF 10:30-11:20 Eckstein
We will examine some of the subtle ways that contemporary intercollegiate athletics legitimates and perpetuates existing social inequalities of class, gender, and race/ethnicity. The “issues” of intercollegiate athletics will include: unsustainable financial trends; moral and ethical contradictions; the corporatization of higher education; the masculinization of female sports; scholarships and admissions advantages as affirmative action for the rich and light-skinned; commercialization and commodification of youth sports; the class and race-exclusive youth sports to college pipeline.
ATTRIBUTES: Core Social Science, Gender and Women’s Studies, Peace & Justice, Diversity 1 & 2. Non-Honors students may take an Honors course with the approval of the department; Minimum 3.33 GPA required; NOT open to students who have completed SOC 4200.

31374 HUM 2004-100 SOCIETY R 6:10-8:50 Hirschfield
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.

31406 LAS 3950-001 LATIN AMERICA FROM A GLOBAL PERSPECTIVE T 2:30-4:30 Soriano
Latin America is a vast region, extending from the American Southwest and the tropical islands of the Caribbean to the southern tip of South America, that since the process of Spanish and Portuguese colonization, have been in constant processes of adaptation and change because of colonial experience, migratory movements, multiple cultural encounters and political impositions. This course is an interdisciplinary seminar designed to examine the
complexity of Latin America as a place of perennial cultural encounter, and to study the socially and culturally
open landscapes of Latin America with the aim of understanding the particularities of a region inhabited and
occupied by individuals who frequently transferred empires, identities, racial connotations, and geopolitical
imaginations and who, immersed in contrasting colonial settings, questions and challenged their own realities.
Many faculty members either formally or informally affiliated with the Latin American Studies Program will
participate in the seminar and engage the topic from different perspectives (political, historical, economical,
social, and cultural).

**ATTRIBUTES:** Core Social Science, Latin American Studies, Peace & Justice.

31809 NUR 7088-001 HUMAN TRAFFICKING  M 5:30-7:30 Copel
This interdisciplinary course between the College of Nursing, School of Law, and College of Arts and
Sciences Department of Communication addresses the issue of human trafficking -- modern-day slavery -
- from various academic perspectives. The course addresses the growing need in the health care
community for information about identifying and responding to health issues for victims, understanding
the laws related to human trafficking, and responding to the diverse needs of victims.

**ATTRIBUTES:** Peace & Justice.

31890 PHI 2121-001 ENVIRONMENTAL ETHICS  MWF 10:30-11:20 Mallory
31891 PHI 2121-002 ENVIRONMENTAL ETHICS  MWF 11:30-12:20 Mallory
Environmental Ethics examines the ethical relationship between human beings and the natural world we inhabit.
How ought we behave toward, and interact with what environmental philosophers call the “more-than-human
world”? How have the ideas we currently hold toward beings and entities in nature emerged throughout western
intellectual history? What is the connection between environmental degradation and social inequality? In addition to
looking critically at cultural values, beliefs, and practices that affect the environment, this course explores emerging
liberatory positions, movements, and ideas that resist human destruction of the natural environment and seek to
transform the way humans relate with the natural world.

Areas of environmental ethics explored include:

- Anthropocentric (human-centered) and ecocentric ethics
- Environmental Justice
- Ecofeminism
- Social, Political, and Economic Thought and the Environment
- Deep Ecology
- Religious and Faith-Based Responses to Environmental Crisis

**ATTRIBUTES:** Cultural Studies, Ethics elective (ETPL), Peace & Justice.

31896 PHI 2400-001 SOCIAL & POLITICAL PHILOSOPHY  TR 1:00-2:15 Aumiller
This course explores the historical evolution of “political cultures,” understood as the practical modes of
intelligibility that dictate the very nature of politics by determining who qualifies as a political subject, what is
visible as a political action, and how the spatio-temporal framework of politics is structured. 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: natural political culture (Plato and Aristotle), ecclesiastical
political culture (Augustine), and contractual political culture (Locke, Rousseau and other modern political
theorists). The second section of the class will examine the specificity of our own socio-political ethos by studying
contemporary debates on political liberalism, communitarianism, multiculturalism, radical democracy, minority
rights, gender and race inequality, postmodernism, globalization and terrorism.

**ATTRIBUTES:** Cultural Studies, Peace & Justice.

32734 PHI 2450-001 CATHOLIC SOCIAL THOUGHT  TR 4:00-5:15 Duska
Catholic Social Thought (CST) rooted in the Christian narrative and developed over the last 135 years will present
the Catholic teachings on the nature of social justice and its requirements. CST will discuss the Catholic account of
what it means to be human and of what we ought to be doing with our lives. This class will examine central
principles of CST (e.g. human dignity, rights and responsibilities, the common good, the nature of the family, the
preferential option for the poor, subsidiarity, solidarity, and the dignity of work, ). It will include a sustained critique and where applicable appreciation of views that shape, our culture such as Individualism, relativism, socialism, capitalism and the effects of technological advancement. We will read primary texts, found largely in the Papal encyclicals, secondary reflections, and evaluate contemporary social and economic challenges in order to demonstrate the richness of the CST tradition and its potential for finding a more promising way toward a society that embodies “justice for all.”

ATTRIBUTES: Ethics, Peace & Justice.

32000 PSC 2220-001 INTERNATIONAL LAW
TR 4:00-5:15 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 and Justice.

32001 PSC 2230-001 INTERNATIONAL ORGANIZATION
MWF 9:30-10:20 Suzuki
This course explores the roles that international organizations play in international politics. After examining contending theoretical perspectives on the impact and importance of international organizations in world politics, the course investigates the historical evolution, activities, and performance of specific organizations in the primary policy areas of peace, security, trade, finance, economic development, human rights, and humanitarian assistance. Among the central questions are as follows:

• Why and how were they created, and by whom?
• What roles were they originally expected to play in international politics and if those functions have changed over time, how and why?
• How does each organization contribute to and impact on their particular areas of concern?
• What factors shape the depth, breadth, scope, and effectiveness of these contributions?

ATTRIBUTES: Core Social Science, Peace & Justice.

31850 PA 6000-001 VOCATION of PUBLIC SERVICE
MW 1:30-2:45 Perun
The course takes students through an exploration of the concept of public service as a “vocation,” envisioning public service as a means of self-expression through which citizen-servants discover meaning and purpose in their lives by promoting the common good as well as forging and developing the bonds of community among a body of diverse people. This concept is contextualized in the “real-life” choices made by and the experiences of public servants.

ATTRIBUTES: Peace & Justice.

32167 SOC 4200-001 SPORTS and SOCIETY
MWF 8:30-9:20 Eckstein
32168 SOC 4200-002 SPORTS and SOCIETY
MWF 9:30-10:20 Eckstein
Sport, like other social institutions -- such as the family, religion, and education—shapes and directs our thoughts and behaviors. It is more than just playing games. A sociological examination of sports tries to unravel the positive and negative values that sports reflect, and how these values contribute to or inhibit social justice in our world. This class will take a “critical” view of sports. This does not mean that everything about sports is bad. Rather, being critical means refusing to romanticize sports (and athletes) and instead be willing to pierce through the sometimes haughty rhetoric in order to uncover a less glorified reality.

ATTRIBUTES: Core Social Science, Gender & Women's Studies, Peace & Justice, Diversity 2.

32217 SPA 2993-001 COMMUNITY INTERPRETER INTERNSHIP
MW 4:30-5:45 Hidalgo Nava
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: Cultural Studies, Peace & Justice, Diversity 1.

32219 SPA 3412-001 HUMAN RIGHTS in LATIN AMERICA  
MW 1:30-2:45 Hidalgo Nava
This course focuses on the intersection between human rights advocacy and the various cultural forms that explicitly attempt to participate in human rights discourse. We will study novels, movies, photography, testimonials, poetry, plays, paintings, comics, etc. that reflect on the atrocities of human rights violations in Latin America from colonial times to our days. The course will deal with topics such as the European conquest and the resulting enslavement of the original peoples of the Americas and Africa; the role of the Inquisition in prohibiting free speech and religious freedom; the overexploitation of the land and workers by foreign companies with the consent and aid of local governments; the Guatemalan genocide of the 1980s; the dictatorships in the Dominican Republic and South America; Latin American immigration; the dirty war and forced disappearances in various countries; violence against women, etc. We will focus on the ethical and aesthetical aspects of human rights storytelling and artistic representations. This course examines a range of human rights stories through a balance of context and close reading, where stories are studied both for what they say and how they say it.

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

32221 SPA 3412-003 LITERATURE, POLITICS, and SOCIAL CONFLICTS  
TR 11:30-12:45 Trujillo
Latin American Narrative has always been closely tied to historical moments and to the political and social conflicts of the times. Events, characters and situations depicted in short stories, novels, and films relate to specific aspects of urban and country living, as well as unique circumstances and vision of the world. This seminar will analyze some of the major novels and short stories of Latin America from the second half of the 20th Century contextualized by political, economic, social, and cultural changes of the American Continent from the second half of the 20th Century onwards. The reading selection of this course will offer students diverse views of the uses and abuses of political and economical power and the resulting oppression and violence.

In the class discussions issues of human rights and mechanisms of oppression will be discussed in general terms, as well as specifically in historic moments, such as the Rosas dictatorship in Argentina (1835-52), the Mexican Revolution (1910-20), the Cristero wars (1926-29), the Colombian civil wars known as “la violencia: (1948-60’s), and finally the Pinochet dictatorship in Chile (1973-69).

Students will be exposed to and will generate critical analysis of the representation of power and resistance in all forms, which will be the basis of the scrutiny of the literary and filmic material in class.

ATTRIBUTES: Latin American Studies requirement, Peace & Justice.

32754 THL 3310-001 CHRISTIAN PRACTICES of BEAUTY  
MW 4:30-5:45 Hanchin
In his novel The Idiot, Dostoevsky drops the enigmatic phrase: “Beauty will save the world.” What might this mean? Swiss theologian Hans Urs von Balthasar contends that the eclipse of beauty in the West leads to a world riddled with moral and aesthetic relativism, the production of violence, and escalating ecological crisis. This course will explore Christian practices of beauty, ancient and new, as prophetic resistance to dominating consumeristic, individualistic, and technocratic tendencies of trans-Atlantic culture. In particular, we will investigate the theology of the icon in the Eastern Orthodox tradition; the liberative aesthetic praxis of Latin American liberation theology; and the emergent ecological theology. These theologies of encounter illuminate the foundational importance of Christian praxis for Christian theology. If beauty can help redeem the world in our time, its existence will be affirmed as more than merely “in the eye of the beholder.”

ATTRIBUTES: Core Theology, Peace & Justice.
32526 THL 3740-001 LIBERATION THEOLOGY  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: Core Theology, Cultural Studies, Peace & Justice.

32297 THL 3790-002 LATIN AMERICAN THEOLOGIES  TR 8:30-9:45 Ashworth
In this course we will explore the most important voices in Christian theology in Latin America, as well as among Latinas and Latinos living in the United States. We will discuss such topics as conquest, racial identity, the nature of salvation, the mission of the church, Marxism, and feminism. We begin by investigating the original encounter between European Christians and Indigenous peoples in the Americas, then spend the majority of the course on Latin American liberation theologies (and responses to them) in the twentieth century, before concluding with Latino and Latina authors residing in the U.S.
ATTRIBUTES: Core Theology, Peace & Justice, Diversity 3.

32300 THL 4320-001 MARKETS & MORALITY  TR 3:00-4:15 Beyer
Do market economies promote or stifle human welfare, freedom, and the common good? What does Christian discipleship require in the marketplace? This course will consider these questions by utilizing sources in Christian ethics, Catholic social thought, economics, and other disciplines. In addition to these broader issues, we will explore specific topics such as globalization, consumerism, the nature and kinds of capitalism, socialist critiques of the market economy, poverty and its relationship to race and gender, worker justice, economic rights and the impact of the economy on the environment.
ATTRIBUTES: Core Theology, Peace & Justice.
The academic program is an interdisciplinary curriculum which allows students to earn a minor or concentration in Peace and Justice Studies. The program is firmly rooted in Villanova’s Augustinian tradition of education in the service of world peace and social justice, with particular emphasis on societies’ poor and marginalized. As such, it offers courses which speak to a variety of issues, both timeless and pressing, to help students learn about corrosive social structures and articulate models more supportive of peace and justice. Participating in the program in general, and obtaining a minor or concentration in particular, thus connects students to Villanova’s celebrated tradition of unifying heart and mind, and complements all majors offered by the University.

The program typically offers about eleven courses each semester, with new courses continually being developed to reflect emerging peace and justice concerns. Courses cover an array of academic areas, including Theology and Religious Studies, Economics, Sociology, Philosophy, and Honors. Faculty members who teach the courses reflect the same diversity of disciplines. Some courses are specific to Peace and Justice Studies, while others are cross-listed from other departments.

**Minor:** Earning a minor or concentration in Peace and Justice Studies is facilitated both by the relevance of the courses to students’ lives and by the significant number of courses from other major departments which count toward the requirements. In addition, many Peace and Justice courses satisfy diversity and writing enriched requirements. To obtain a Minor, a student must take eighteen credit hours including one of the following foundational courses:

- (PJ2250) Violence and Justice in the World
- (PHI 2450) Catholic Social Thought
- (PJ2700) Peacemakers and Peacemaking
- (PJ2800) Race, Class and Gender
- (PJ2900) Ethical Issues in Peace and Justice

and five other courses in Peace and Justice, courses cross-listed by Peace and Justice, or courses otherwise earning Peace and Justice credit. **Note:** No more than three foundational courses may receive credit for the minor.

**Concentration:**
A student must take twenty-four credit hours, including all requirements for the minor plus two additional Peace and Justice courses, courses cross-listed by Peace and Justice, or courses otherwise earning Peace and Justice credit. **Note:** No more than three foundational courses may receive credit for the concentration.

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

Name _________________________________________________ Student # __________________

Email Address ___________________________ Major ___________________________

Date of Graduation ________ I wish to pursue a Minor ________ or a Concentration ________
Graduate Certificate in Peace and Justice Studies

The certificate in Peace and Justice prepares students for or contributes to careers in social justice, advocacy, peacemaking, conflict resolution, journalism, teaching, and activism.

Admissions and Academic Requirements for Completion of the Certificate:

- Candidates for a certificate must have an undergraduate GPA of 3.0 in a related field.

Applicants must submit:

- All undergraduate and graduate transcripts
- Two letters of recommendation
- Two short essays

Certificate Program Requirements: Students must take one required course from the regularly offered options:

- Catholic Social Teaching and Peacemaking
- Theories of Justice
- Social Justice
- The Challenge of Peace

Four additional electives from courses across the graduate curriculum which satisfy the Peace and Justice Studies requirements.

WHO:

- Current MA Students who would like to augment their program with a Certificate in Peace and Justice Studies
- Undergraduate Peace and Justice concentrators
- Anyone with a passion for peace and justice