# Courses as of 3/15/16 – Please continue to Check Master Schedule for Latest Updates

## 22583 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, Diversity 1.

## 22587 PJ 2700-H01 PEACEMAKERS & PEACEMAKING

MW 3:00-4:15 McCarraher

Classical and contemporary examples and approaches to peacemaking in response to injustice and social conflict. Issues to be considered include the nature and significance of nonviolent struggle, political reconciliation, and the role of religion in shaping moral action for social change.

**ATTRIBUTES:** Cultural Studies, Ethics Concentration: Politics, and the Law elective, Honors, Humanities.  
*Non-Honors students with a minimum 3.33 GPA are eligible for this course and should contact the director, kathryn.geteksonis@villanova.edu.*

## 22589 PJ 2800-100 RACE, CLASS, AND GENDER

W 6:10-8:50 Dwyer

This course concerns a critical analysis of the inequalities that exist in the U.S. as a function of differences based on one’s race, one’s sex, and one’s class. We will read contemporary authors from different cultures and different disciplines as they describe, historicize, analyze, and offer possible remedies for those experiences, practices, policies, and conceptual structures that can separate and divide us one from another. As a Peace and Justice course at an Augustinian University, this course is keeps in mind Augustinian idea that we are people living together in a community united by our hearts and minds. Furthermore, there is an underlying understanding that we are expected to search for wisdom by remaining open, responsible, and respectful of all points of view. This means that we will be looking at the ways we understand and organize ourselves, but from the perspective of those most vulnerable to systems of power that serve to deny and/or devalue them.

**ATTRIBUTES:** Africana studies minor/concentration, Cultural Studies, Ethics Concentration:Economics and Public Policy elective, Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

## 22590 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 the practical alternative approaches toward social, economic, and environmental justice.

**ATTRIBUTES:** Cultural Studies, ENV- Environmental Studies, Ethics Concentration:Ethical Issues in Science, Technology, and Environment, Core Theology, Theology.

## 22604 PJ 2993-001 INTERNSHIP

TBA Getek Soltis

## 22605 PJ 2996-001 INTERNSHIP

TBA Getek Soltis
22607 PJ 4000-001 THE NATURE OF GENOCIDE  TR 4:00-5:15 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 to be 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.

22608 PJ 5000-H01 TOP: HOMELESS CHIC? U.S. POVERTY & PRIVILEGE  TR 10:00-11:15 Joyce
Today, legislation from city to city across the United States aims to remove the presence of visible homelessness in an effort to clean up the streets and provide a feeling of security for others to enjoy. These criminal acts targeted by local ordinances include cutting across or loitering in parking lots, urinating in public, sleeping in or near subways or public benches and tables, and panhandling. Meanwhile, a current trend among celebrities in Hollywood is “homeless chic”. This involves wearing dirty rags, disproportionately-sized apparel, and fingerless gloves. Is this trend reflective of something deeper than an aesthetic choice? What might be at stake for the face of an American culture that fetishizes mass media images that reflect the very identity the legal system works to hide? Why are we both fascinated and repulsed by homelessness? This modern-day juxtaposition of poverty and privilege offers tremendous occasion for critical thinking about the intersections of class, identity, citizenship, and power in America. Drawing on a range of disciplines including literature, film, politics, cultural geography, psychology, music, sociology, and journalism, this course will introduce students to the social problem of homelessness in the United States from multiple perspectives.
ATTRIBUTES: Africana Studies minor/concentration, Cultural Studies, English, Gender & Women Studies, Honors, Sociology, Diversity 1. Non-Honors students with a minimum 3.33 GPA are eligible for this course and should contact the director, kathryn.getek.soltis@villanova.edu.

22612 PJ 5000-001 GROWING INTO JUSTICE THROUGH AGRICULTURE  TR 11:30-12:45 Armon
Join us for readings, discussions, work on local farms, and multi-media learning to explore ecologically sound food and agriculture and their relationship to sustainable and socially responsible lifestyles. We will examine provocative viewpoints on food ownership, production, and rights as they relate to human well-being, poverty, and environmental issues. Topics will include food justice and food security, urban food deserts in Philadelphia and elsewhere, human health, biodiversity, industrial agriculture, permaculture, and global water issues. Consideration of how religious, political, and economic belief systems impact agricultural practices and food availability will be woven throughout the course as we read, discuss, watch films, visit local farms, and hear from guest speakers who are active in sustainable agriculture. Farm work at local urban farms will be a significant aspect of the course and will accommodate students' schedules as best as possible.

22616 PJ 5400-001 ETHICS, JUSTICE & THE FAMILY  MW 1:30-2:45 Getek Soltis
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

21936 COM 3448-100 MULTICULTURAL LEADERSHIP  
W 6:10-8:50 Anthony, Bowen, & Hall  
Multicultural Leadership is designed to introduce students to scholarship that addresses the way in which injustice and misunderstanding appears in America, the world and at our University. It examines how social constructions (of gender, ethnicity, race, culture, social class, sexual orientation, physical or mental ability, age and national origin) serve to organize the world in ways that exclude, or include, empower or oppress. Through a dynamic engagement of their knowledge and understanding of justice and equity issues, students will develop a dialogic perspective and a set of dialogic skills as one of the means of transforming themselves and their community. Finally, the course will focus on practical ways students can use what they learn to become effective leaders at Villanova and beyond.  

Students will participate in additional one-credit topically-focused dialogue groups scheduled throughout the semester. Permission of Chairperson required; Additional 12 outside hours of weekend and evening dialogue practice through COM 5300 IGR workshops; Complete application for COM 5300 at www.villanova.edu/igr; Additional 14 outside hours of weekend and evening dialogue practice through COM 5300 IGR workshops; Complete application for COM 5300 at www.villanova.edu/igr  
ATTRIBUTES: Cultural Studies, Peace & Justice, Diversity 1. Restricted; requires permission of Instructor.

21951 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY  
TR 1:00-3:45 Marenick, McWilliams & O'Leary  
21958 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY  
TR 1:00-3:45 Lewis  
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: Cultural Studies, Peace & Justice.

22015 COM 5300-100 TOP IN IGR DIALOGUE: RACE  
M 6:00-8:00 Hall & Malott  
COM 5300-100 TOP IN IGR DIALOGUE: GENDER  
M 6:00-8:00 Fierros & King  
COM 5300-100 TOP IN IGR DIALOGUE: RACIAL IDENTITY  
M 6:00-8:00 Anthony & Pollack-Johnson  
COM 5300-100 TOP IN IGR DIALOGUE: SOCIOECONOMICS STATUS  
M 6:00-8:00 Jackson & Nance  
COM 5300-100 TOP IN IGR DIALOGUE: FAITH/RELIGION  
M 6:00-8:00 Bowen & Hastings  
COM 5300-100 TOP IN IGR DIALOGUE: SEXUAL ORIENTATION  
M 6:00-8:00 Abugideiri & Davies
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 2016, all COM 5300 IGR courses will meet **Mondays, 6-8pm**. 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.

**22033 COM 5300-107 TOP IN IGR DIALOGUE: ADVANCED RACE**

F 5:00-9:00 Anthony & Hall  
S 9:00-5:00 Anthony & Hall  
**Dates:** 11/4-11/5

All students must complete the form at [www.villanova.edu/igr](http://www.villanova.edu/igr). Students must have previously taken the Race or Racial Identity IGR course. **Dates to be determined. Permission of Director required.**

**ATTRIBUTES:** Peace & Justice, Diversity 1.

**22035 COM 5300-108 TOP IN IGR DIALOGUE: ADVANCED RACE & GENDER**

**SUN 2:00-6:00 Bowen, Davies, & Dwyer**  
**Dates:** 10/30;11/6;11/13

Advance Race will meet weekend days TBD. Students must have taken the IGR on Race, Racial Identity, Sexual Orientation, or Gender before taking an Advanced class. Students must complete the application at [http://www.villanova.edu/igr](http://www.villanova.edu/igr). **Permission of Director required.**

**ATTRIBUTES:** Peace & Justice, Diversity 1.

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**21505 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY**  
**TR 2:30-3:45 Welch**

**21507 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY**  
**TR 4:00-5:15 Welch**

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.

**21508 CRM 3001-001 JUSTICE and SOCIETY**  
**TR 11:30-12:45 Hannon**

**21510 CRM 3001-002 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.
INTRODUCTION TO CULTURAL STUDIES  

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.


DIVERSITY and INCLUSION  

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.

DESKTOP PUBLISHING  

This course focuses on the visual and written rhetoric used by organizations working for peace, the environment, social justice and the like, in Philadelphia and suburban communities. Using desk-top publishing software, students will write and design leaflets, brochures, newsletters, media releases, fund raising letters, editorials, and web pages for these organizations. Students taking the course must keep in close contact with the organization they are working for, making at least three on-site visits over the semester. In so doing, students will gain valuable "real world" writing experience while providing useful services to those who need them. Students will also devote time reading and discussing the non-profit sector, theories of social change, poverty, and serving those of different class and racial backgrounds according to Catholic social teaching. Time at the beginning of the course will be spent improving writing and editing skills, including a basic grammar review. Many class sessions will be conducted as workshops for sharing and critiquing student writing and design.

INTRO TO GLOBAL STUDIES  

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, Cultural Studies, Peace & Justice, Diversity 3.

GIS Capstone Seminar  

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 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 & 3.

IRISH AMERICAN SAGA  

Irish Americans were once seen as a threat to mainstream society, today they represent an integral part of the American story. More than 40 million Americans claim Irish descent, and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth century, through the famine and diaspora with its mass migration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience.

ATTRIBUTES: Irish Studies, Peace & Justice.
22763 HIS 2291-001 AFRICAN AMERICAN HISTORY DURING SLAVERY MWF 10:30-11:20 Little

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.

22775 HIS 3995-001 REFUGEES & MIGRATION in MODERN EUROPE TR 1:00-2:15 Hartnett

As Europe and the world grapples with the political and humanitarian emergencies associated with the largest crisis of human displacement since World War II, this course seeks to put the crisis into historical perspective. Over the semester we will examine the ways in which war, political upheaval, and political, ethnic, and religious persecution spur migration and create refugees. The course will explore cases of forced migration in, from, and to Europe in the twentieth century in order to assess the causes of forced migration; the lived experience of exile; the social and political responses of receiving states and societies; and humanitarian responses to refugee crises.

ATTRIBUTES: Peace & Justice.

23667 HON 4900-001 SOCIAL INEQUALITY TR 10:00-11:15 Eckstein

Casual observation of U.S. society reveals obvious and considerable differences in the income, wealth, power and prestige enjoyed by individuals. This course raises a variety of questions about these inequalities and explores possible answers from theoretical and empirical perspectives. Students will examine issues such as: What are the extent and types of inequalities present?; Why do such inequalities exist?; Why and how is society organized into a hierarchy of distinct social classes?; How do gender, race and ethnicity structure the social class hierarchy?; What implications does social inequality have for one’s life chances?; How easy is it to move between different social classes?; and, How do gender, race, and ethnicity impact social mobility? What role does institutionalized patriarchy and racism play in this? Throughout the course, sociological reasoning is emphasized whereby the situations of individuals are connected to larger social groups and forces.

ATTRIBUTES: Peace & Justice, Diversity 1 & 2. Non-Honors students may take an Honors course with the approval of the Director; Minimum 3.33 GPA required.

22670 HON 5700-001 JUSTICE SEMINAR TR 11:30-12:45 Busch

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.

21502 HUM 2002-001 HUMAN PERSON MW 1:30-2:45 Tomko

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.
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.

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.

NUTRITION and GLOBAL HEALTH
TBD 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.

ATTRIBUTES: Peace & Justice.

INTERNATIONAL HEALTH
R 5:20-7:20 Mc Dermott-Levy
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.

ENVIRONMENTAL ETHICS
TR 2:30-3:45 Mallory
TR 4:00-5:15 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


CATHOLIC SOCIAL THOUGHT
MWF 11:30-12:20 Regan
This course is designed to investigate and evaluate one hundred years of “Catholic Social Thought.” The primary focus will be placed on the content and structure of papal encyclicals especially RERUM NOVARUM (1891) and will conclude with SOLLICITUDO REI SOCIALIS (1987). In addition the pastoral letters of the American Bishops will be analyzed with special emphasis on THE CHALLENGE OF PEACE (1983) and ECONOMIC JUSTICE FOR ALL.

The richness and strength of the social teachings of the Church are indeed “our best kept secret.” Clergy and laity alike have failed to appreciate the contributions of the Popes and synods of Bishops to a meaningful
dialogue on contemporary issues of world peace and social justice. Guest lecturers will help to show the interdisciplinary nature of Catholic teaching.

ATTRIBUTES: Peace & Justice.

22343 PSC 2260-001 WAR and CONFLICT  MW 1:30-2:45 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.

21576 SOC 2950-001 PERSPECTIVES ON U.S. POVERTY  TR 10:00-11:15 DeFina
This course examines different aspects of poverty in the United States, emphasizing what William Julius Wilson calls the “new urban poverty.” It explores how poverty is measured, the causes and consequences of poverty, and policies that might be used to combat poverty. Some of the important topics covered include the roles of de-industrialization, changes in the minimum wage, housing segregation, community dynamics and education in the generation and persistence of poverty. The course takes an interdisciplinary approach, incorporating insights from both economics and sociology. There are no pre-requisites. The course has a lecture/discussion format. Readings include two texts and a collection of relevant articles.


21579 SOC 3600-001 RACE & ETHNIC RELATIONS  TR 2:30-3:45 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.


21888 SPA 3074-001 HISPANIC CINEMA  MW 4:30-5:45 Nagy-Zekmi
This course considers the ways in which the film output of various Latin American countries has sought to represent identities and reflect particular political and social circumstances from the 1960s to the present day. Sources and modes of production and will also be addressed and the films will also be considered as mediatic experiences through critically and theoretically informed analysis.

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

22478 THL 4360-001 OPTION for the POOR  MWF 11:30-12:20 Lloyd
The hungry, the sick, the imprisoned, the poor - with these Jesus identifies. Standing with "the least of these" is at the core of Christian ethics; ignoring them may lead to eternal punishment (Matthew 25). What does it mean to stand with "the least of these"? How do we identify them? How do we act toward them? Should we
focus on individual acts of charity or should we attempt to make changes in how our community, from the local to the global, is structured? In this course we will address these questions by drawing on resources from the Christian tradition and examples from the contemporary world. How did Christian communities treat the poor in late antiquity and the middle ages? How did the religious analysis of economic and racial inequalities put forward by Latin American liberation theologians and black theologians affect how the Christian tradition views the poor? What can the examples of Catholic Worker communities, L'Arche, faith-based community organizing, and Partners in Health teach us about the possibilities and limitations of charity? How might we respond to the charge that Christianity too often is a medicine that treats symptoms of poverty rather than the disease?

ATTRIBUTES: Core Theology, Peace & Justice, Diversity 1.

22480 THL 4490-001 CITIZENSHIP and the CITY of GOD TR 1:00-2:15 Grimes
Can citizenship and discipleship ever come into conflict? Can Christians profess belief in the crucified God while also pledging allegiance to the flag of the world’s most powerful nation? How do we reconcile our duties to both church and state? Christians have been wrestling with these questions since the beginning of church history. For example, the Apostle Paul claimed that “our citizenship is in heaven,” even as he remained a citizen of the Roman Empire. Nearly four centuries later, St. Augustine contrasted the City of God, which places love of God above all else, with the City of Man, which worships the false gods of money, self, and avarice. Into which city does U.S. citizenship place us today? On the one hand, citizenship provides a pathway to the common good, granting individuals access to certain human and civil rights while ensuring they fulfill certain obligations to their fellow citizens. On the other hand, U.S. citizenship has often acted as a method of racial, ethnic, and economic exclusion. In exploring these questions, this course will pay special attention to issues of racial inequality, immigration, human rights, and military service.

ATTRIBUTES: Core Theology, Peace & Justice.

22481 THL 4490-002 RACISM, RESISTANCE and the CATHOLIC CHURCH TR 4:00-5:15 Grimes
Although the Catholic Church understands itself as the Body of Christ, the lived history of the church in the United States shows that the church has not been able to bring blacks and whites together as members of one body. But even as the church has participated in white supremacy, it has also been mobilized as an instrument of resistance to it. In addition to analyzing why and how the church surrendered to white supremacy, this course also looks to the example of African-American Catholics who have engaged in theology as a way to unmask, expose, and endure the evils of white supremacy. Uniquely capable of grasping the truth of the Gospel, black theology makes a vital theological contribution to the global church. Inspired by their example, this course seeks to empower you to supply solutions to the theological problem of white supremacy.

ATTRIBUTES: Core Theology, Peace & Justice, Diversity 1.
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.

Courses cover an array of academic areas, including Theology and Religious Studies, Economics, Sociology, Philosophy. Faculty members who teach the courses reflect the same diversity of disciplines.

**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](http://www.peaceandjustice@villanova.edu/academics). Return it to Dr. Kathryn Getek Soltis, Director of the Center for Peace and Justice Education, Corr Hall, 106. Or email: kathryn.getekssoltis@villanova.edu

Name: __________________________________________ Student #: _______________________

Email Address: __________________________________________ Major: __________________

Date of Graduation: I wish to pursue: a Minor ______________ a Concentration

Name: __________________________________________ Student #: _______________________

Email Address: __________________________________________ Major: __________________

Date of Graduation: I wish to pursue: a Minor ______________ a Concentration