33111 PJ 2700-001 PEACEMAKERS & PEACEMAKING          TR 2:30-3:45 Werpehowski
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: Ethics, Honors, Theology, Writing enriched.

33112 PJ 2800-001 RACE, CLASS & GENDER             MWF 10:30-11:20 Schultz
This course examines critically the discrete and intersecting social identities of race, class, and gender and their effects on social theory and practice. Our analyses will address the nature and structure of oppression, violence, and social equality. In part our goal is to sustain a cooperative learning environment in which we look deeply at the ways in which race, class, and gender affect social conceptions of justice and the distribution of rights. Students also will be challenged to explore how various theories and practices affect other oppressed social groups.
ATTRIBUTES: Africana studies minor/concentration, Cultural Studies, Ethics-Economics and Public Policy, Gender & Women's Studies, Philosophy, Diversity 1 & 2, Writing enriched.

33113 PJ 2900-001 ETHICAL ISSUES IN PEACE & JUSTICE    TR 4:00-5:15 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: Theology, Writing enriched.

33114 PJ 2993-001 INTERNSHIP                    TBA Getek Soltis
37115 PJ 2996-001 INTERNSHIP                    TBA Getek Soltis

33125 PJ 3000-001 PROPHET CALL & CONFLICT: DYNAMICS OF FAITH, SERVICE, and JUSTICE IN THE HUMAN WORLD  F 3:30-5:30 Stehl & Cucco
In its second installment this course will serve as the Social Justice Education component of the Service Council, an integrated faith-service-justice leadership formation program open to all students through Campus Ministry’s Center for Service. The goal of this semester is to learn to translate the idea of servant leadership into an integrated understanding of the fundamentals of spiritual traditions and the prophetic commitments and controversial stances to which they call us. Each Service Council bi-weekly meeting will feature a faculty or guest speaker who has expertise in a particular subject area which serves as a lens through which to explore the over-arching dynamics of the program. Often drawing from universal themes expressed in Catholic Social Teaching, specific topics include, but are not limited to: dynamics of charity & justice, domestic and global poverty, education in the U.S., environmental justice, homelessness, human & civil rights, hunger, immigration, nonviolence & conflict resolution, peacebuilding, power & privilege, restorative justice, social transformation and the arts, solidarity, etc. Structured on a two year thematic cycle, Service Council meetings will seek to empower students to: develop their leadership skills in the servant leadership model, educate and advocate for justice, and integrate spirituality and the wisdom of faith traditions into their self-understanding and worldview.
NOTE: This course is limited to Service Council members, and is a 1 credit course. For more information on joining the Service Council please contact the Instructor at vuservicecouncil@gmail.com.

33128 PJ 4000-001 SOCIAL JUSTICE in the HEBREW PROPHETS TR10:00-11:15 Horner
This course is an examination of the works of the Hebrew Prophets both in their original contexts and their pertinence to our modern world. Too often the prophets are only used as predictors of future events and the social message is lost. This course attempts to recover the original principles of social justice that are embodied in their message. Each Hebrew prophet is read as an individual voice with particular concerns and approaches that are anchored in the society in which they lived. The emphasis of the course is on the primary text of the biblical writings. Supplemental materials are used to show how these issues still apply to the modern world. Students are asked to both engage in the world of the text as well as their own world.

ATTRIBUTES: Theology.

33130 PJ 4650-001 SERVICE LEARNING PRACTICUM TBA Getek Soltis
Permission of instructor only

33132 PJ 5000-001 THEOLOGY, ETHICS & CRIMINAL JUSTICE IN AMER. MW 1:30-2:45 Getek Soltis
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 such as Augustine and Aquinas, attempting to reconcile divine justice with punishment, atonement, and notions of damnation/salvation. After engaging these theological questions of the justice of God as well as 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 issues such as the war on drugs, prison privatization, racial justice, and solitary confinement. Ultimately, how might theological and ethical approaches to justice inform our courts and prisons?

**This course includes an optional service-learning component with the literacy program at Graterford Prison. Students opting for service must register for the course as soon as possible in order to complete the prison clearance check.

ATTRIBUTES: Ethics, Sociology, Theology.

33133 PJ 5000-002 HISTORY OF HOMELESSNESS TR8:30-9:45 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.

ATTRIBUTES: History, Diversity 1. Students will be required to participate in a minimum of 2 hours of service-learning a week through the Student-Run Emergency Housing Unit of Philadelphia (SREHUP)

33135 PJ 5000-003 BASEBALL, JUSTICE and the AMERICAN DREAM TR11:30-12:45 Kissko
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: Advanced Literature A&S Core, Sociology, Diversity 1, Writing enriched.

33137 PJ5000-100 CORPORATIONS, HUMAN RIGHTS & THE LAW M 6:10-8:50 Toth
The transcendence of geographic and economic boundaries in the globalized world has placed corporations in a powerful position to transform and influence local communities in the developing world. However, the power wielded by corporations has not always been used positively. At times, the onslaught of multinational corporations into the global economy has resulted in unchecked human rights violations. Beginning with the question of why corporations should be held accountable for safeguarding human rights in their corporate practices, this course will explore both legal and social sources of a corporation’s duty to safeguard human rights, including private code of conduct models, and international standards, such as the UN Declaration of Human Rights. We will then turn to an examination of the most appropriate and viable mechanisms for enforcing corporate accountability, specifically the means available under both domestic and international law. Here, students will be introduced to the multinational corporation as a subject of international law and will examine paths to corporate liability for human rights violations under the current US and international legal systems. Potential challenges and limitations to succeeding on such claims will be discussed, using actual cases. The course will culminate with students being asked to examine whether, and to what degree, BP should, and can, be held accountable for the Gulf of Mexico oil spill.

ATTRIBUTES: Ethics-Economics and Public Policy, Political Science, Writing enriched.

33139 PJ 5500-001 POLITICS OF WHITENESS TR 1:00-2:15 Anthony
This course will be an examination of the recent 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.” Recent scholarship serves to illuminate the nature and structure of “whiteness” and to analyze 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 minor/concentration, Honors, Cultural Studies, Philosophy, Diversity 1, Writing enriched.

33140 PJ 5600-001 INDEPENDENT STUDY TBA Getek Soltis
37541 PJ 5600-002 INDEPENDENT STUDY TBA Getek Soltis

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THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

33531 COM3201-001 RHETORIC and SOCIAL JUSTICE    TR 4:00-5:15 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: Writing enriched.

33555 COM 3490-103 MULTICULTURAL LEADERSHIP and DIALOGUE    W 6:10-8:50 Anthony, Hall & Nance
33556 COM 3490-104 MULTICULTURAL LEADERSHIP and DIALOGUE    W 6:10-8:50 Bowen
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.
ATTRIBUTES: Diversity 1, Writing enriched. Restricted; requires permission of Instructor.

31519 CRJ 3000-001 CRIMINOLOGY    MWF 9:30-10:20 Payne
31520 CRJ 3000-002 CRIMINOLOGY    TR 10:00-11:15 Welch
The focus of this course is on the role of crime and criminals in society. This class is designed to provide a fundamental knowledge of myriad criminological theories, which offer widely varying explanations for criminality. We will explore the nature and dynamics of crime, criminals, victims, society, law, and policy as each theory of crime causation conceptualizes them. Through critical analysis, students will be able to identify how and why certain theories about crime are adopted at particular times and in certain circumstances, and assess the implications for social justice. Furthermore, this insight will inform students’ understanding of the justifications offered for subsequent governmental responses to crime.
ATTRIBUTES: Ethics-Politics and Law, Sociology.
31292 CST 2100-001 INTRODUCTION TO CULTURAL STUDIES    R 2:30-4:30 Nagy-Zekmi
This introductory course (no previous experience with cultural studies is necessary) attempts to answer the question above while examining the various definitions of culture and the production of cultural meanings and identities 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.
ATTRIBUTES: Education, GIS, Honors, Political Science, Diversity 3, Writing enriched.

31619 ETH 3010-001 WAR & WARRIORS    TR10:00-11:15 Wilson
War has been a permanent, and some would argue defining, feature of human history. Current debates over the United States’ invasion and occupation of Iraq and Afghanistan follow in a legacy of arguments, often heated and rarely simple, about the permissibility of war. This course will examine these arguments as they have been voiced by Christian, Jewish, and Islamic thinkers, as well as by secular authors. We will consider when, if ever, the use of military force is justified, and question whether moral limits can be placed on the actions of war. Is killing ever morally sanctioned? How do we distinguish between war killings and murder? In approaching these questions, attention will be given to issues of justice, human rights, the presumption against harm, and military necessity. We will also give particular focus to the experience of soldiers and the moral and psychological burdens that they carry. Our overarching aim will be to reflect critically on the morality of war and peace through the symbols, beliefs, and principles of Western religion and ethics. To focus our conversation we will consider events in recent American history—e.g., the Iraqi wars, the air strikes in Kosovo, the Allied bombings of World War II—and ask how our religious and secular sources would evaluate these actions, how combatants and noncombatants morally experience these wars, and whether these perspectives are challenged by the “non-conventional” warfare of the 21st century.

CRN 32541 GIS 2000-001 INTRODUCTION TO GLOBAL STUDIES    TR 8:30-9:45 Keita
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: Diversity 3, Writing enriched.

CRN 32544 GIS4277-001 WRITING BRAZILIAN CULTURE    MW 3:00-4:15 Hollis & Nagy-Zekmi
This course will introduce you to the exuberant popular culture of Brazil, home to hundreds of fascinating ethnic groups from the Amazon jungles to the beaches of Rio and Bahia. We will focus on representations of race and identity in Brazil through film and popular culture: music, food, dance, TV, sports and literature. From samba to the caipirinha, we will cover Brazilian culture through live internet interactions with Brazilian university students and multi-media writing and design.
ATTRIBUTES: Latin American Studies, Diversity 3, Writing enriched.

31693 HIS 2272-001 HISTORY OF AMERICAN CAPITALISM    TR 11:30-12:45 Rosier
Henry Luce, the publisher of Fortune magazine, declared shortly before the Stock Market Crash of 1929 that “Business is, essentially, our civilization.” In this course we will consider Luce’s contention that American civilization was largely defined, at home and abroad, by the success of its businesses. And we will examine American capitalism’s discontents -- the violence of industrial life, capital-labor conflict, and what Daniel Bell called its “cultural contradictions.” In exploring American economic growth and its impact on American social, cultural and political life, we will start by looking at the colonial economy, move to the “market revolution” of the early 1800s, and then focus on the modern period, roughly 1880 to the present. Topics include American industrialization, the rise of the corporation, political debates over corporate power during the Progressive and New Deal eras, Keynesian theory, the military-industrial
complex, labor relations, agricultural capitalism, capitalism and the environment, the business of sports, and the globalization of American capitalism. We will explore these topics through diverse sources -- primary source documents, cultural history, Charlie Chaplin, documentary films, Catholic Social Teaching, and economic theory. The course emphasizes discussion of these sources, which requires active participation.

31695 HIS 2281-001 IMMIGRATION IN AMERICAN HISTORY MWF 12:30-1:20 Ryan
This course will explore the impact of immigration on the growth and progress of the United States. This survey course will reveal the two-way relationship that exists between migrants and their new society, in which both change and are changed by their contact. We will explore theories of Assimilation and Ethnicity. We will also consider the nature of migration, whether it is forced or voluntary. The study of conflicts between the foreign and native born, and the problem of Nativism, will be featured in the course. The span of the course will be from the eighteenth century forward, including the two major waves of European immigration and the arrival of a wide array of new ethnic groups that enrich the life and culture of the United States today.

ATTRIBUTES: Diversity 1.

31702 HIS 2998-003 THE SIXTIES IN AMERICA TR 2:30-3:45 McCarraher
This course will cover what I’ll call “the long 1960s,” extending from the eruption of civil rights activism in the mid-1950s to the economic and political crises of the mid-1970s. Topics covered will include the “Great Society” as an extension of “corporate liberalism” and the New Deal tradition; U. S. foreign and military policy, exemplified in the Vietnam War, as an effort to contain revolutionary movement in the post-colonial world; the transformation of suburban domesticity and the “sexual revolution”; the metamorphosis of consumer culture; the beginning of a shift from manufacturing to finance as the dynamic center of American capitalism; the emergence of a “new left” comprised of movements for racial equality, peace, feminism, gay and lesbian rights, and ecological sensitivity; the simultaneous rise of a “new right” that both encompassed opposition to unsettling social and cultural changes, and augured the conservative ascendency of our own time. Book reports, a mid-term, and a final examination.

31709 HIS 3233-001 HITLER & NAZI GERMANY TR 1:00-2:15 Steege
The devastation wrought by Nazi Germany in the middle part of the 20th century remains one of the most brutal focal points of an incredibly violent era. Often, historians and popular memory have explained Hitler and the Nazis as something so alien and altogether evil that they bear little relationship to our modern world. This course will explore the multi-causal sources of Nazi rule, focusing particularly on the role of violence in shaping and constituting the Hitler Regime. Beginning with an intense exploration of the Nazi rise to power during the Weimar Republic, the course will use a variety of primary and secondary sources, including films, photographs, and works of art to explore the motivation and function of Nazi Germany. Significant time will be spent addressing the Holocaust as the culmination of a Nazi project of racialized violence. In so doing, we will seek to complicate our understanding of Nazi perpetrators and assess the extent to which they should be considered less a German problem than part of a dark, violent underside to a broader project of modernity. There will be a midterm, a final exam, and a number of short writing assignments.

31748 HIS 4350-100 VIETNAM from COLONIALISM to WAR T 6:10-8:50 Casino
This course will investigate the origins, conduct, and consequences of Vietnam’s major conflicts in the twentieth century. Our principle emphasis will be on the U.S.-Vietnamese War, but we will also study Vietnam’s long history of conflict with the Chinese, Cham, and Khmer people, the anti-colonial war against France, and Vietnam’s post-independence conflicts with Cambodia and China. Salient aspects of Vietnamese culture will be discussed. The contrasting cultures of Europe-America and Vietnam will be highlighted in respect to how and why these societies came to military confrontation. Parallels will be
drawn between Vietnam’s struggle for independence from foreign powers (China, France, the United States) and the British colonies’ struggle for independence from Great Britain in 1776, as well as the importance of foreign alliances in both conflicts.

The experiences of all participants in these wars (French, American, Vietnamese, Montagnard), as well as those opposed to these wars, will be included. An investigation of the mutual misunderstandings which caused and continued these wars will be a significant feature of our quest for comprehension, which will be pursued through a combination of lecture, discussion, and film.

ATTRIBUTES: Asian Studies, Diversity 3.

31778 HIS 4495-001 SLAVERY/colonialism/resistance in Latin America MWF 11:30-12:20 Soriano

Between the early sixteenth century and 1810, Latin America received more than two million African slaves. The booming sugar plantations in the French and Spanish Caribbean, as well as in Brazil and in different regions of Latin America absorbed more than half of the slaves entering the Continent. The slave trade and the slavery system profoundly shaped Latin American cultures and societies. This course will explore how the institution of slavery was transplanted in Latin America and the Caribbean during the sixteenth century, why African slavery developed in some parts of Latin America and the Caribbean (and why not in other regions), and how the institution was eventually abolished by the last decades of the nineteenth century.

In this course we will discuss central themes of the region and the period related with the importation of African slaves and the establishment of the slavery system, such as capitalism and emancipation, colonialism and empire, rebellions and revolutions, gender and ethnicity, and nationalism and race. These themes will be studied taking in consideration a variety of approaches and perspectives, from microhistorical studies to comparative and global ones.

ATTRIBUTES: Africana Studies, Lastin American Studies, Diversity 3.

32750 HON 4351-001 Food, sustainability, place TR 1:00-2:15 Mallory

This course will examine the ecology, ethics, politics, and practice of our relationship with ‘place’- the spaces, places, and locations wherein we dwell: bodily, culturally, socially, ecologically. One window into our understanding of place will be opened through an examination of our relationship with food, and the systems of production and consumption that determine what ends up on our table and in our mouths. How is eating an ecological act? And an ethical one? How do we encounter place through food? How are the politics of eating connected to other ways of dwelling on the earth? These and other questions will be engaged through an interdisciplinary set of readings in science, literature, policy, and philosophy; along with field trips, guest lectures, and hands-on exercises. Through this entwining of theory and praxis (reflective practice) this class will provide the intellectual context in which to understand, and connect, the material entanglements between environmental, social, and personal values and their effect on self, society, and the environment in the quest for sustainable ways of living in place.

ATTRIBUTES: Philosophy.

32753 HON 4800-001 ethics, justice & the family TR 11:30-12:45 Weaver

This course explores moral problems regarding justice and the family along three lines: 1) justice in the family, which encompasses justice between spouses, between parents and children, gender relations and the household division of labor, and the overarching question whether justice is an appropriate norm for familial relations, versus, e.g., love or self-sacrifice; 2) justice to the family, including social and economic conditions related to the flourishing of families, public policy, reproductive technologies and services; and 3) the family’s debt of justice to others, such as what the family owes to society, and when family obligations and interests are trumped by the claims of others. To explore these problems the course draws on texts from contemporary Christian ethics, the social sciences and political philosophy and asks:
how do various accounts human sexuality and marriage illuminate these problems? How do various models or descriptions of the family (e.g., as basic socio-economic unit, school of virtue, domestic church) inform them?

ATTRIBUTES: Theology.

32775 HON 5753-001 EDUCATION REFORM: SCHOOL OF THE FUTURE   R 5:00-7:00 Hayes
Students will engage in both weekly project-based learning at School of the Future (SOTF) and a collaborative learning seminar at Villanova to reflect on and explore issues of public education and school reform. Students will be expected to produce a cumulative project in collaboration with “Fourth Year” learners at SOTF synthesizing course content, service experience and observations. This course will be facilitated by an SOTF educator and two graduate assistants.

ATTRIBUTES: CLASS CANCELLED, Writing enriched. Non-Honors students may take an Honors course with the approval of the Director. Co-requisite with HON 1381-001 SOTF Practicum.

31840 HUM 2100-001 THE GOODS & THE GOOD LIFE   TR 8:30-9:45 McCarragher
In conventional economics, “goods” are defined as anything that can be produced, sold, and purchased in a free, impersonal marketplace. This includes cars, houses, shirts, dresses, and (as you know so expensively) education; it also includes (at least theoretically) cigarettes, heroin, and wombs rented out for surrogate parenthood. Perhaps it’s possible to live a life in which “goods” defined in this blithely indiscriminate way can bring happiness and security. But if you start wondering about how a word like “good” can be applied so loosely, and if you wonder further how a “science” as important as economics can be so evasive and unenlightening about the matter, then you’ve chosen the right course. In “The Goods and the Good Life,” we will examine economic life as a cultural, moral, and spiritual affair, from the gift exchanges of South Pacific tribes to the not-so-aimless wanderings of suburbanites in the local mall. What are they trading? What are they looking for? The answers, I suggest, won’t be found in conventional economics or business courses (where they’re consigned to the consideration of “externalities”), and they can’t be assigned to the realm of “private” life.

ATTRIBUTES: Writing enriched.

31511 LAS 3950-001 LATIN AMERICA FROM A GLOBAL PERSPECTIVE   T 2:30-4:30 Ogden
Latin America encompasses two continents, extending from the American Southwest and the tropical islands of the Caribbean to the southern tip of South America. This course is an interdisciplinary seminar designed to examine the complexity of Latin America from the perspectives of many disciplines, and to analyze similarities and differences among the nations of Latin America. Many faculty members either formally or informally affiliated with the Latin American Studies Program will participate in the seminar.

ATTRIBUTES: Latin American Studies.

33035 MKT 2349-001 TOP: THE PHILOSOPHY OF EXCHANGE   TR 1:00-2:15 Hill, Wetzel
This seminar is an extended meditation on nature and possibilities of an exchange of goods, monetary or otherwise. The expectation is that such a meditation, conducted by a conjoined group of students from business and the arts and sciences (philosophy especially), will illuminate the potential for unity with the University and lend greater consciousness to our most persistent practices of exchange. Certainly we will consider how various forms of exchange impact our lives for better or for worse and whether there are higher forms of exchange. Readings are drawn from Plato, Hannah Arendt, Wendell Berry, Carol Gilligan, Georges Bataille, and Ronald Hill.

ATTRIBUTES: Honors Seminar.
This course will expose us to contemporary philosophical and ethical problems arising in medicine and health care. Though some attention will be paid to “traditional” ethical problems such as abortion, euthanasia, and assisted suicide; the primary focus of the course throughout will be on ethical problems encountered in the clinical or research setting such as those arising in the context of organ donation, surrogate decision-making, research on human subjects, reproductive technologies, end-of-life issues, futility, managing moral distress, conscience protections for health care workers, cooperation in evil and others. In addition to understanding each issue fundamentally, a unified “picture” of the ethical delivery of health care will emerge. It is within this picture that you will see yourself as part of a society that must take responsibility for its goals and uses of power concerning issues of life and death. Non-clinicians are certainly welcome to take the course as a fundamental philosophical understanding of ethics is a sub-goal; but the course has, primarily, a professional focus.

**ATTRIBUTES:** Ethics

### PHI 2115 – 004 ETHICS FOR HEALTH CARE

- **Course Code:** PHI 2115
- **Section:** 004
- **Title:** ETHICS FOR HEALTH CARE
- **Instructor:** McCartney
- **Schedule:** TR 1:00 -2:15

This course will expose us to contemporary philosophical and ethical problems arising in medicine and health care. Though some attention will be paid to “traditional” ethical problems such as abortion, euthanasia, and assisted suicide; the primary focus of the course throughout will be on ethical problems encountered in the clinical or research setting such as those arising in the context of organ donation, surrogate decision-making, research on human subjects, reproductive technologies, end-of-life issues, futility, managing moral distress, conscience protections for health care workers, cooperation in evil and others. In addition to understanding each issue fundamentally, a unified “picture” of the ethical delivery of health care will emerge. It is within this picture that you will see yourself as part of a society that must take responsibility for its goals and uses of power concerning issues of life and death. Non-clinicians are certainly welcome to take the course as a fundamental philosophical understanding of ethics is a sub-goal; but the course has, primarily, a professional focus.

### PHI 2400 – 001 SOCIAL & POLITICAL PHILOSOPHY

- **Course Code:** PHI 2400
- **Section:** 001
- **Title:** SOCIAL & POLITICAL PHILOSOPHY
- **Instructor:** Doody
- **Schedule:** MW 3:00 -4:15

The point of this course is to understand who we are today and how we have come to be who we are as a people, a nation and a world. Analyzing the writings of the major political thinkers and debating the merits of these authors will form the basis of the course.

Frequent short written assignments will form the ground for class discussion and interaction. Papers and a final exam will also be required.

### PHI 2400 – 002 SOCIAL & POLITICAL PHILOSOPHY

- **Course Code:** PHI 2400
- **Section:** 002
- **Title:** SOCIAL & POLITICAL PHILOSOPHY
- **Instructor:** Rockhill
- **Schedule:** TR 4:00 -5:15

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: 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 we are still living within. We will focus most notably on the links between a series of unique characteristics of modern politics: the emergence of the bourgeois public sphere, the appearance of modern democracy and social contract theory, the “birth” of public opinion, the development of the nation-state, the transformation of the notion of revolution, the gradual displacement of the limits of political visibility (which opened up to workers, women, foreigners, and other minorities), and the emergence of a battery of new concepts for thinking politics, including the modern concepts of race, culture, civilization, revolution, ideology, popular sovereignty, and terrorism.

The second section of the class will adopt a microscopic perspective in 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 examine most notably changes in the what (redistributive justice versus cultural justice), the when (revolutionary versus post-revolutionary politics), and the where (the nation-state versus globalization) of politics. This will allow us to investigate some of the underlying themes in contemporary debates regarding political liberalism, pragmatism communitarianism, multiculturalism, radical democracy, minority rights, gender and race inequality, postmodernism, and globalization.
In this course students will critically examine the way women have been portrayed in some of the canonical texts of western philosophy as well as compare and contrast various contemporary feminist theories. In part our goal is to sustain a cooperative learning environment in which we look deeply at Feminist Theory and the Feminism Movement from a variety of perspectives. Students also will be challenged to explore how various theories address certain social practices and affect other oppressed social groups.

ATTRIBUTES: Gender & Women’s Studies, Diversity 2, Writing enriched.

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 SOLICITUDO 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: Ethics.

Our foundational question is “Where do systemic fault-lines in social constructions of reality create differential life-worlds, and how do value-centered interventions reverse experientially diminished expectations for human flourishing?” We shall examine critiques of race, racializing, and racist fissures in the historical bedrock of Western philosophical discourse, and review the multiple con-texts within which discursive praxis of reasonableness has produced “inventories of effects.” Our project is to create conceptual, systematic unity from cross-disciplinary boundaries established by institutional academies; to engage the archeology of theory in a critique of practical reason; and to exercise the ‘feeling of judgment’ in the interest of effecting systemic remission of race, racial, and racist inequities in the practice of justice, the maturation of culture, and the flourishing of human dignity in each of our life-worlds.

Assignments include individual and group summaries, reviews, critiques, reports and research projects. All writing assignments will be collected in portfolios, and will be evaluated in accordance with a “Culture of Evidence” appropriate to the culture of expectations that develops within the course

ATTRIBUTES: Writing Enriched.

The political phenomena of crime, nature of law, police, courts, correction, community crime prevention, and the procedures of local, state, and national agencies as political issues.

This course examines laws and practices regarding civil liberties in countries around the world. In the first part of the course we will examine the legal and political frameworks that define and protect (or limit) rights. The remainder of the course addresses specific civil liberties, such as the freedoms of speech and religion, and compares the extent and treatment of these liberties in political systems around the globe.
The purpose of this course is not only to familiarize students with rights practices in various systems, but also to encourage critical thinking about the source and protection of rights, the issue of cultural specificity versus universality, and the degree to which rights can or should be protected in particular contexts.

32622 PSC 4875-100 TOP:GLOBAL INEQUALITY W 6:10 -8:50 Pattnayak
With the forces of globalization sweeping across the world, the issue of global inequality is increasingly becoming a central issue of concern for political scientists. Since the fall of the Berlin Wall in 1989, the setting for global interaction among states is markedly different from the post-World War II period. The theories and models on the general processes of inequality will have to be re-evaluated under the new setting in which capital is markedly more mobile than labor, and the issue of political bargaining among domestic groups, international institutions, and the state takes on greater importance.
The major questions are the following. Has global inequality increased in recent years, in particular since the fall of the former Soviet Union? Which indicators should we consider when we strive to gain a comprehensive understanding of the processes of modernization and development? Does culture influence the processes of modernization and inequality? If so, how? Is there a growing gap between Rich and Poor countries? What forms and shapes should we expect the world inequality to take in the twenty-first century?

32632 PSC 6875-001 TOP:JUSTICE MWF 11:30-12:20 Busch
This seminar is dedicated to studying the enduring question, ―What is justice?‖ In order to investigate it with the care it requires, we will follow the lead of Plato’s Republic, the dialogue in which Socrates stays down in the Piraeus (the port of Athens) for an all-night conversation about justice. Each unit of the course will take as its starting point one of the major views of justice offered by the men with whom Socrates converses at the beginning of the dialogue. Rather than taking that conversation for granted, however, we will proceed to illustrate, complicate and challenge it with texts by William Shakespeare, Charlotte Perkins Gilman, and Frederick Douglass, among others. The course ends with a perspective perhaps very different from that of Socrates: the view of justice taken by Dr. Martin Luther King, Jr. in his last speech, “I’ve Been to the Mountaintop.”
ATTRIBUTES: Writing enriched.

32634 PSC 6875-002 TOP:GLOBALIZATION & COMMUNITY MW 4:30- 5:45 Thunder
The course will consider issues such as our responsibilities towards the distant poor, the morality and psychology of the welfare state, the future of cosmopolitan citizenship, and the pros and cons of "virtual," non-geographic communities (e.g. facebook, online grassroots movements, and blogs).
ATTRIBUTES: Writing enriched.

32588 SOC 3900-001 SOCIAL INEQUALITY TR 8:30-9:45 DeFina
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 does 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 is inequality structured so that it can persist? Throughout the course, sociological reasoning is emphasized whereby the situations of individuals are connected to larger social groups and forces.
ATTRIBUTES: Diversity 1 & 2, Writing enriched.
This is a course in Christian environmental ethics. Part of the course is spent addressing foundational philosophical and theological issues in environmental ethics. Substantial segments are devoted to agriculture, environmental toxins, and the moral standing of animals. Weekly discussions focus on practical, contemporary environmental issues such as hunting, nuclear power, global warming, fast food, genetic engineering of animals, pollution, automobile use, and the preservation of coral reefs, to mention but a few.

Nearly half of the world’s population lives in poverty, defined by the World Bank as living on $2 or less a day. 1.2 billion people live in extreme poverty, on $1 or less a day. For them, the greatest challenge is to survive from one day to the next.

In 2000, 189 nations signed the U.N. Millennium Declaration, pledging to cut extreme poverty in half by 2015 and end it by 2025. In 2002, at a U.N. Summit in Monterrey, Mexico, monetary pledges were made by the world’s richest nations. Already, some nations, including the U.S., are falling considerably short of their commitment.

Drawing on theologians, ethicists, resources from the Catholic Social Tradition, and economists, this course will give students working knowledge of the poverty debate. They will be introduced to some of the most powerful global institutions of our day that influence trade, aid and investment, and examine key policies from a Catholic Christian ethical perspective. Students will also learn about some significant initiatives on the part of the Christian Churches to stand in solidarity with the poor and marginalized. Because of Villanova's institutional partnership with Catholic Relief Services (CRS), the international relief and development agency of the U.S. Catholic community, this course will regularly tap CRS' wealth of experience and expertise.

This course is an attempt to shine 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.

This course provides an opportunity to examine the concepts and process of forgiveness and reconciliation through the lens of theology, philosophy, and social sciences. Special emphasis is placed on the theological foundation as presented in St. Paul’s vision of reconciliation and the biblical concept of Shalom. An understanding of the power of forgiveness and healing in terms of intrapersonal, interpersonal and societal/political conflict and social justice context will be explored. Historical and practical case studies of the implementation of restorative justice grounds this examination in concrete circumstances such as the Truth and Reconciliation Commission of South Africa and a variety of global restorative justice practices.
Class discussions will focus on such foundational yet challenging questions as:

- Is there a difference between forgiveness and reconciliation?
- What are the intra/interpersonal and global dimensions of forgiveness and reconciliation? What does the process of forgiveness and reconciliation look like?
- Do we have an ethical/moral/religious duty to forgive?
- Can forgiveness and reconciliation assist in national and international political and justice issues?
- What is the relationship between punishment, repentance, reparation, redemption, liberation, and forgiveness?
- What is the Christian call to be an “ambassador of reconciliation?”

**ATTRIBUTES:** Ethics.

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**PLEASE SEE REVERSE SIDE FOR A PEACE & JUSTICE MINOR/CONCENTRATION APPLICATION FORM**

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**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
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 online 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.geteksoltis@villanova.edu

Name ___________________________ Student #____________________

Email Address ___________________________ Major ___________________________

Date of Graduation ________ I wish to pursue a Minor ________ or a Concentration_______