33545 PJ 2700-001 PEACEMAKERS & PEACEMAKING TR 4:00-5:15 McCarrather
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, Humanities, Advanced Theology, Writing enriched.

33546 PJ 2800-001 RACE, CLASS & GENDER MWF 10:30-11:20 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, Economics, and Public Policy elective, Philosophy, Diversity 1 & 2, Writing enriched.

33547 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: ENVA, ETST, Advanced Theology, Writing enriched.

33548 PJ 2993-001 INTERNSHIP TBA
33549 PJ 2996-001 INTERNSHIP TBA

33550 PJ 3000-001 SOLIDARITY & TRANSFORMATION DYNAMICS OF FAITH, SERVICE, & JUSTICE F 3:30-5:30 Stehl & Cucco (Meets every other Friday)
In its fourth and final 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 will be to connect the ideas of Servant Leadership developed over the past 3 semesters by exploring models of integrated-holistic living that are rooted in solidarity and have a transformative affect on individuals and the world at-large, and which point to alternatives for more just and sustainable ways of living in the world that honors all life. 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. Possible topics for this semester include: the nature of true human flourishing; the tie between
environmental and racial justice; food justice and industrial-agriculture critiques; globalization and the economic impact; and simplicity, sustainability and permaculture as possible responses, 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 vuservicecouncil@gmail.com.

33551 PJ 4000-001 TOP: THE DILEMMA OF GENOCIDE MWF 11:30-12:20 Horner
Genocide is perhaps the darkest of all human endeavors. 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.
ATTRIBUTES: Advanced Theology.

33552 PJ 4650-001 SERVICE LEARNING PRACTICUM TBA Getek Soltis
Permission of instructor only

33553 PJ 5000-001 THEOLOGY, ETHICS & CRIMINAL JUSTICE IN AMERICA 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 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. Students may volunteer with the literacy program at Graterford Prison or tutor women offenders transitioning back into the Germantown community. Students opting for service must register for the course as soon as possible in order to complete the prison clearance check.
ATTRIBUTES: Criminal Justice, Ethics, Humanities, Advanced Theology.

33554 PJ 5000-002 TOP: ISRAEL/ PALESTINE TR 10:00-11:15 Wolff
Peace in the Holy Land is key to peace in the Middle East -- and beyond. Gaining a comprehensive understanding of the protracted conflict in Israel/Palestine is a first step in working for a just peace. Within a framework of faith-based social justice, this course will examine Israel/Palestine from multiple perspectives: history of the land, narratives of the peoples who call it home, theological influences and critiques, geo-political realities, and most important, the situation on the ground and its impact on the daily lives and human dignity of ordinary people who suffer in this conflict. With this foundational knowledge, we will outline the contours of a just peace, survey the actions of groups who are working for justice and peace, and identify responses appropriate for people in the U.S. Students will leave the course with a well-rounded understanding of this timely issue, prepared to critically discuss and constructively engage in a just and lasting peace in Israel/Palestine.
ATTRIBUTES: Diversity 3.
In this course we will be examining the critical topic of homelessness in the United States and the cultural contradictions that surround it. 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 on 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, sociology, and journalism, this course will introduce you to the social problem of homelessness, and in contrast, privilege, in the United States from multiple perspectives.

ATTRIBUTES: Advanced Literature A&S core, Cultural Studies, English, Diversity 1, Writing enriched.

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, Economics & Public Policy elective, Political Science, Diversity 1, Writing enriched.

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 minor/concentration, Cultural Studies, Honors, Philosophy, Diversity 1, Writing enriched.

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 minor/concentration, Cultural Studies, Honors, Philosophy, Diversity 1, Writing enriched.
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

33626 COM3201-001 RHETORIC and SOCIAL JUSTICE  TR 10:00-11:15 Murray
In this course, we will explore and critically examine discourses on social justice through an integration of rhetorical theory and criticism. Of central importance to ensuring social justice 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 and informed citizen 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. 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.

33734 COM 3490-100 MULTICULTURAL LEADERSHIP and DIALOGUE  W 6:10-8:50 Anthony, Bowen, Hall & Nance
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.

33759 COM 5200-100 TOP:POWERHOUSE PRO. PSC.  (Novasis for time/location/instructor)
33763 COM 5200-101 TOP:LANDING/JOB/LAUNCH. CAR.  (Novasis for time/location/instructor)
33764 COM 5200-102 TOP:BUILD. THE “YOU” BRAND  (Novasis for time/location/instructor)
ATTRIBUTES: IGR 1 credit course.

31254 CRJ 3000-001 CRIMINOLOGY  MWF 11:30-12:20 Welch
31255 CRJ 3000-002 CRIMINOLOGY  MWF 12:30-1:20 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: Core Social Science, Ethics, Politics and Law elective, Sociology.
What is culture? This introductory course attempts to answer this question 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 across the globe.

ATTRIBUTES: Education, Global Interdisciplinary Studies, Honors, Political Science, Diversity 3, Writing enriched.

This class is an exploration of the ethics of emerging technologies in the 21st century. Our discussions will be centered around two main questions: Which technologies are likely to have the greatest impact on human beings and human societies; and What ethical issues do those technologies and their applications raise for humans and for the environment? The topics we will discuss include ethics in a computer age (e.g. ethics of blogging, deception and fraud on Facebook, loss of privacy, and so on); ethics of food technologies (e.g. genetically modified food, concerns about health, biodiversity, and animals, and so on); ethics of human and animal experimentation, and many other emerging technologies such as nanotechnology, brain-computer interfacing, the impact of such new technologies on humans and the role of government in evaluating the risks of new technologies. The main text is "Ethics of Emerging Technologies: Scientific Facts and Moral Challenges" by Thomas Budinger and Miriam Budinger, published by Wiley Publishing, 2006. In addition to this text, I will use some additional material from the news and popular media.

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, Diversity 3, Writing intensive.

This course examines the Gilded Age and Progressive periods of American History. We will analyze and evaluate various ideologies, strategies, and efforts by different segments of American society who attempted to respond to the economic and cultural transformations initiated by rapid industrialization, the growth of cities, and a surge of immigration and migration. We will also consider how conflicts of race, ethnicity, class, and gender influenced public attitudes and American domestic and foreign policies.

ATTRIBUTES: A&S Research, Writing enriched.

This course explores the history of the American environment and the history of American environmentalism from the pre-Columbian era to the present. We will examine a variety of historical documents and works of ecology, public policy, history and cultural studies to help us understand how Americans, through settlement and industrialization, engendered ‘changes in the land’ and how these changes gave rise to environmental citizenship. While focusing on developments in agriculture, public policy, economics, science and technology, we will also consider, more generally, issues of gender, race, and class; during the final weeks of the course we will investigate the ways in which environmental degradation is suffered predominately by minority and poor communities by studying several “environmental justice” movements. In addition, we will consider the place of ‘nature’ in our culture of consumption. Grades will be based on a mid-term and a final exam, class participation, a research paper, and several short papers.

ATTRIBUTES: Georgraphy Environment Studies,Writing enriched.
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.

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.

ATTRIBUTES: Africana Studies minor/concentration, Diversity 1.

“To ignore women is not simply to ignore a significant subgroup within the social structure,” Carroll Smith Rosenberg has observed. “It is to misunderstand and distort the entire organization of that society.” This research seminar is designed to deepen our understanding of her insight, as we also pay close attention to the process of how history is constructed. Indeed, the confluence of content and process will illuminate the ways in which gender, too, is constructed, and the role played history in that process. The readings, both primary and secondary, will encompass the chronological scope of United States history from native American women’s experiences of European contact to the present, both primary and secondary sources. We shall begin with theoretical considerations of doing women’s history, so that we can be alert to the array of influences and their interconnections that shaped women’s experience and consciousness and behavior. We shall examine the relationships between WHAT we know and HOW we know, including the values that we and other scholars bring to a question. Students will investigate short “questions of the week,” that will lead them to a variety of research helps in the library; and write three short papers analyzing primary sources, and a final paper (revised at least once) that will treat a historiographic topic of their choice. Students will share their findings in a short in-class presentation. There will be an in-class final examination. While the content of these projects focuses on American women’s history, students shall learn the methods and materials historians use, as they prepare for their own research paper in the senior year. This course is writing enriched and open to history majors only.

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

This course explores the historical cross-cultural influences and conflicts between the Middle East and “the West,” with added emphasis on the “classical Islamic period” as well as the modern period. We will do this by examining various aspects – like science, literature, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influences have historically moved between these geographic entities and why. How power has shifted between “the East” and “the West” at different points in history is a central question explored in this course.

ATTRIBUTES: Arab and Islamic Studies concentration, Diversity 3.

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

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

**31532 HIS 4420-001 CONTEMP LATIN AMERICAN HISTORY**  
MWF 12:30-1:20 Soriano

Drawing on literature, primary sources, documentaries, music and scholarly interpretations, this course introduces you to Latin American Contemporary history, culture and society. This course will focus on the study and analysis of specific countries to explore Latin America’s tumultuous twentieth century, examining transformations in political culture, struggles to advance democracy, social inequalities and racism, as well as, the evolution of collective identities based on gender, race, class and politics. We will pay special attention to the spread of capitalism, social movement to resist it effects and the relations with the United States.

**ATTRIBUTES:** Latin American Studies Requirement, Diversity 3.

**31538 HIS 4528-001 WOMEN in MOD SCI & TECH**  
TR 4:00-5:15 Johnson

This course is designed to examine a series of issues related to the role of women in modern science and technology. The course will consist of three major parts, in each of which we will use the methods of social history, psycho-history, and the history of science and technology, with attention to feminist as well as other perspectives:

1) women as subjects and objects of modern (since 1600) scientific theories, experimental research, and technological practice (with attention to causes and consequences of differences in the perception of male vs. female bodies, minds, and activities)

2) women in modern scientific and technological professions (professional career obstacles and opportunities, strategies for advancement, development of professional associations, networking, etc.)

3) women as creative scientists, engineers, and inventors (similarities and differences in creative styles and patterns between men and women; problems confronting women in gaining access to institutional support and recognition for their work; case-studies of particular scientists and technologists who were women) Students will write a short diagnostic essay and one medium-length (5-7 pages) paper, which will be presented in class. There will also be one midterm essay examination and a final.

**ATTRIBUTES:** Gender Women’s Studies, Diversity 2.

**33824 HUM 2100-001 THE GOODS & THE GOOD LIFE**  
TR 10:00-11:15 McCarraher

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.
“No man is an island, entire of itself... any man's death diminishes me, because I am involved in mankind” (John Donne). “Hell is other people” (Jean-Paul Sartre). John Donne and Jean-Paul Sartre each interpret the human experience of social connection in radically different ways. Both respond to a primary fact about our existence: we find ourselves intertwined in one another’s lives, unable to live without each other; yet we are uncertain as to the meaning of this interdependence. To shed light on our social experience, we ask ourselves: Which relationships shape my identity most strongly? Does communal life inevitably threaten my individual freedom? Am I better or worse off with intense personal connections? For instance, is marriage a liberating or a constraining relationship? Do I need to belong to a church or can I relate to God on my own? Is citizenship an important or incidental dimension of my identity?

These questions, among others, will occupy our attention as we explore the social nature of the person. This course will begin with an examination of the ways in which our particular cultural context, that is, American liberal democracy shapes our understanding of the self and society. Then we will turn our attention to the ontological roots of particular personal bonds, such as marriage, family, friendship, and civil associations in order to understand how best to conceive of human relationships and to offer a basis of evaluation for rival accounts thereof. Since the social nature of man raises timeless questions, we will explore a wide variety of sources, classical and contemporary, paying special attention to the wisdom of the Catholic tradition on the social question.

ATTRIBUTES: Writing enriched.

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: Core Social Science, Latin American Studies Requirement.

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 class aims to unearth and scrutinize the conceptual foundations of our current social and political imaginary. The goal of this class therefore, is not only to develop literacy in the history of Western social and political thought, but also, to ask questions about the boundaries of that heritage as such. We shall foster a critical examination of the key arguments, assumptions and principles that sub tend primary categories in social and political discourse, including ideas such as the state, the citizen, human rights, property, sex, race and power.

Our inquiry will build along historical lines, sampling key texts from ancient medieval, modern, and contemporary social and political philosophy. This includes work from figures such as Plato, Aristotle,
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: Ethics.

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?

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 the world's population lives in poverty, defined by the World Bank as living on $2 or less a day. 1.4 billion people live in extreme poverty or on $1.25 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 to end it by 2025. To achieve this, 8 goals were identified, the 8th goal being to "develop a global partnership for development." This course will address what a global partnership for development might mean and what is required.

**Goals and Learning Outcomes:**
Using the Catholic Social Tradition as our framework and drawing on the work of theologians,
journalists, scientists, political scientists, and economists who are addressing global poverty, students will
gain a working knowledge of:

- some of the root causes of global poverty,
- the efforts to address it,
- the debate that surrounds them, and
- key experts and resources to enable students to continue their education long after the conclusion
  of this course. Most importantly, the course will contribute to clarifying, from a Catholic
  Christian perspective, the ethical responsibility of the non-poor, individually and collectively, to
  bring an end to this needless suffering and death and identify opportunities for doing so.

**ATTRIBUTES:** Africana Studies, Ethics concentration Tracks II, III, IV; Global Interdisciplinary
  Studies, Latin American Studies, Advanced Theology, Diversity 3.

32852 THL 4690-001 THM: VIOLENCE & JUSTICE  MW 4:30-5:45 Zavarich
Examines root causes of violence, pathways to building a more peaceful and just world. Basic issues
include, peace, justice, power dynamics, violence, nonviolence, restorative justice peacemaking,
peacekeeping, and peace building.
**ATTRIBUTES:** Criminal Justice, Ethics-Politics and Law, Advanced Theology, Writing enriched.

32853 THL 4690-100 THM: FORGIV & RECONCILIATION  W 6:10-8:50 Zavarich
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:** Advanced Theology

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CENTER FOR PEACE AND JUSTICE EDUCATION

Minor/Concentration Application Form

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________