CENTER FOR PEACE AND JUSTICE EDUCATION
SPRING 2014 SUBCATALOG
Courses as of 10/28/13 – Please continue to Check Master Schedule for Latest Updates

33407 PJ 2800-001 RACE, CLASS & GENDER
What is oppression? Do our public policies and current legislation suggest that it is a crime to be poor? What is structural racism? Does one’s socio-economic location and embodied difference (whether gendered or raced) really matter, or are one’s life chances and opportunities merely a matter of “individual responsibility” and “hard-work”? How do we understand and identify various forms of oppression embedded in our society’s major institutions, public policies, and legal practices? How can we resist various forms of oppression? These are some of the key questions that we will engage in this course, as we examine various social, political, and other narratives as well as structures and practices that shape our social identities. Our dialogue will arise from our interactions with a wide-range of texts (philosophical, sociological, literary, religious, op-eds, etc.) and our reflections on current events, policies, and developments.

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

33408 PJ 2900-001 ETHICAL ISSUES IN PEACE & JUSTICE
This course will introduce and examine the economic, political, and social roots of contemporary moral issues, with special emphasis on the Catholic Christian perspective. The course will survey issues like poverty, globalization, violence, conflict, and human rights. This primary focus will explore: the historical & cultural elements of environmental exploitation, critiques of fossil fuel dependency & peak oil, the ethics & principles of natural systems and holistic design that go beyond sustainability (permaculture), and practical alternative approaches toward social, economic & environmental justice.

ATTRIBUTES: Environmental Studies, Ethics, Science, Technology and the Environment elective, Advanced Theology, Writing enriched.

33409 PJ 2993 INTERNSHIP
TBA Getek Soltis

33410 PJ 2996 INTERNSHIP
TBA Getek Soltis

33411 PJ 3000-001 ACTION & CONTEMPLATION:DYNAMICS OF FAITH, SERVICE & JUSTICE
F 3:30-5:30 Stehl (Meets every other Friday)
This course is a faith-service-justice leadership formation program that will take place over a series of workshops that are a collaboration between the Center for Peace & Justice Education and Campus Ministry’s Center for Service & Social Justice. This course will attempt to translate certain core principles and practices, such as servant leadership, into an integrated understanding of the fundamentals of spiritual traditions and the activist commitments to which they call us. Structured on a two year thematic cycle, this course will seek to empower students to: develop their leadership skills, educate and advocate for justice, and integrate spirituality and the wisdom of faith traditions into their self-understanding and worldview -- ultimately, building the capacity of students to be well-rounded and effective change makers.

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.

33412 PJ 4000-001 TOP: THE NATURE OF GENOCIDE
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, Diversity 3.

33413 PJ 4000-002 TOP: GRASSROOTS ACTIVISM AND SOCIAL MOVEMENTS
MWF 12:30-1:20 Davidson Mhone
What is grassroots activism and how does it influence social change? The course begins by engaging with the experiences of activists who participated in social movements during the last fifty years. By exploring specific social issues and social movements in the United States and around the world, including: HIV/AIDS, gender-based violence, environmental justice, food insecurity and the Occupy movement, we will view grassroots activism in the various historical and political-economic contexts. Throughout the course, we will examine how individuals and groups (particularly students) have organized to respond to social problems; analyzing varying goals, strategies and challenges. How might these case studies and experiences of activists inform “bottom-up” approaches to social justice today?
ATTRIBUTES: Diversity 3.

33414 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 in an attempt to reconcile divine justice with punishment, atonement, and notions of damnation/salvation. After also examining key ethical theories of justice and punishment, we examine the realities of criminal justice in America. Our focus on current practices in sentencing and corrections will include the war on drugs, solitary confinement, life without parole, re-entry, education in prisons, and the intersection of criminal justice with race and class. Ultimately, how might theological and ethical approaches to justice inform (and reform) our courts and prisons?

**This course includes an optional service-learning component to tutor those involved in the criminal justice system. Location of tutoring for Spring 2014 is being finalized; I hope to offer both Graterford Prison and Sisters Returning Home in Germantown.
ATTRIBUTES: Criminal Justice, Ethics, Humanities, Advanced Theology.

33415 PJ 5000-002 TOP: ISRAEL/PALESTINE & the SEARCH for a JUST PEACE 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.
SURVIVING IN A MATERIAL WORLD

TR4:00-5:15 Hill

We live in a material world that offers a myriad of goods and services to meet our needs. The affluent portion of the affluent west is faced with too much--too much information, too many choices, and too much waste. However, this subpopulation represents only 15% of the world's human inhabitants, who consume the vast majority of its wealth. In this course, we will venture to the other side and consider how impoverished persons survive in a material world. We will look at people who live in affluent countries like the US but have no seat at the proverbial table, along with persons who live in countries that suffer from abject poverty. Our goal is to both understand the different circumstances that they face as well as how we might advance their material well-being through our personal and professional lives.

ATTRIBUTES: Marketing. Counts as a Marketing elective.

DISCRIMINATION, JUSTICE, & LAW

M 6:10-8:50 McDaid

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.

POLITICS OF WHITENESS

TR 11:30-12:45 Anthony

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.

INDEPENDENT STUDY

TBA Getek Soltis
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

31965 CHE 2930-001 CATHOLIC SOCIAL TEACHING for EGRS
Tradition and key themes of Catholic Social Teaching and how engineers can incorporate these themes in developing solutions to engineering problems. Engineering topics and case studies will be analyzed, with emphasis on a comparison of "greatest good" and "common good."

*Only open to engineering majors. Permission of instructor required.*

32182 COM 3207-100 AFRICAN AMERICAN RHETORIC
African American Rhetoric will tell a story of the African American experience in the United States. This story will be told through a critical examination of a variety of rhetorical artifacts. Starting with the American Revolution, we will look at speeches, essays and poems written about the black experience in America. As we move into the contemporary American experience we will add media artifacts such as movies, music, and television to our list for critical examination. The primary objective of the course is to develop a comprehensive understanding of the symbols used to rhetorically construct and reconstruct the African American community.

*ATTRIBUTES: Cultural Studies, Diversity Requirement 1, Writing Enriched.*

32183 COM 3240–001 PERFORMANCE for SOCIAL CHANGE
This course explores four basic questions: 1) What is the relationship between the aesthetic and the rhetorical? 2) How can performance utilize multiple art forms and media to influence social change and social justice? 3) What is the relationship between performer and audience? 4) How can performers work in collaboration to inquire about social issues as well as to perform in ways that enact change? Thus, we will explore performance as simultaneously a process and product—a means of exploring questions about self and society, and at the same time a means of articulating a rhetorical message designed to spark some kind of change.

In order to facilitate this exploration, our semester’s work will revolve around a theme: “Identity and Materiality.” In addition to shorter performances and exercises, primary work will involve selecting and researching a social issue related to this theme, then playing with various media and modes of performance to wrestle with the questions raised, and finally creating a script and performing the piece for class and public.

*ATTRIBUTES: Cultural Studies, Diversity 1 and 2, Fine Arts requirement.*

32219 COM 5300-001 TOP: IGR DIALOGUE: RACE
M 6:00-8:00 Morris & Jackson

32220 COM 5300-002 TOP: IGR DIALOGUE: GENDER
M 6:00-8:00 Sheridan & Lee

32221 COM 5300-003 TOP: IGR DIALOGUE: SOCIOECON STAT.
T 6:00-8:00 Brophy & Nance

32222 COM 5300-004 TOP: IGR DIALOGUE: ADVANCED RACE
F 5:00-9:00 Hall & Anthony & S 9:00-5:00

32223 COM 5300-005 TOP: IGR DIALOGUE: WHITE RACE IDENTITY
W 6:00-8:00 Mogan, Anthony & Horner

32224 COM 5300-006 TOP: IGR DIALOGUE: IDENT. & INTERFAITH
U 3:00-6:00 Abugideiri Hastings & Bowen

IGR is a 1 credit course. All Students must complete the form at WWW.VILLANOVA.EDU/IGR. Each student must also attend one of the following two sessions before beginning an IGR class for the semester:
Thursday, Jan. 16 from 3:00 - 5:00 pm (Dougherty, East Lounge) Friday, Jan. 17 from 3:00 - 5:00 pm (Dougherty, East Lounge) Courses are available at various dates and times. Students will receive one credit in Communication, 3 courses can be bundled to meet the Diversity I requirement, and courses can count as free electives. Please email any questions to igrinfo@villanova.edu.
This course offers an overview of the nature and extent of crime in the United States. The course is designed to provide a fundamental understanding of how crime is defined as well as the historical crime trends in the U.S. and current explanations for these patterns. We will also explore: the key correlates of criminal behavior and existing theoretical explanations for these relationships, several types of crime in-depth, and contemporary forms of crime control and their consequences. Throughout the course we will analyze how crime is related to the broader social context.

ATTRIBUTES: Social Science A & S Core. Restrictions: Closed to students who have completed Criminology 3000.

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

ATTRIBUTES: Core Social Science, Cultural Studies.

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.


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

ATTRIBUTES: Diversity 1, Service learning component.
32621 ETH 3010-001 SAINTS, HEROES, & MORAL LIFE TR 1:00-2:15 Wicks
Course description: “Can the lives of morally extraordinary people be a source not only of inspiration, but also of insight into the moral life? In this course we will examine the life and work of a number of men and women who have come to be widely regarded as morally exemplary, along with philosophical and psychological work that sheds light on the nature of moral character. We will explore the connection between a society’s values and its heroes, and ask whether traditional ideas of heroism need to be reimagined if they are to provide guidance in the modern world. The figures whose lives we will study include Saint Francis of Assisi, Mother Teresa, Gandhi, and Martin Luther King.
ATTRIBUTES: Writing enriched.

32440 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: Core Social Science, Diversity 3, Writing enriched.

32751 HIS 2281-001 IMMIGRATION IN AMERICAN HISTORY MWF 1:30-2:20 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.

32752 HIS 2296-001 HISTORY OF AMERICAN WOMEN MWF 11:30- 12:20 Kerrison
“Aren women people?” poet Alice Duer Miller asked in 1917. This class is designed to explore the ways in which the concept of ‘woman’ has been understood, defined, and contested in American history. In particular, the course will look at the links between women’s status at law and the different expressions of that status at home, in the work place, and in the polity. Beginning with a look at Indian culture before European settlement, the course will treat topics such as Indian gender relations, deputy husbands, coverture, republican motherhood, separate spheres, reform movements, suffrage, ERA, women in the work force, civil rights, and the backlash against feminism, examining each in the context of how women’s lives were shaped, and by whom. Throughout, the course will include the experience of black women, enslaved and free. While the course will touch broadly upon main themes through secondary sources, primary source selections will provide an opportunity to probe individual women’s experiences in more depth, as we explore the different facets –at law and in society- of Miller’s question. Three essays (two, three and seven pages in length respectively), a midterm, and final examination are also required.
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, Cultural Studies, Diversity 3.

“Things preach to us,” Emerson once wrote. The Sage of Concord was right to believe that things hold moral, even spiritual value. Which is why even though “economics” is considered a separate discipline with its own subject and laws, most people – including the greatest “economists” – have known better. From tribal practices of gift-exchange to contemporary corporate advertising, the making and consumption of goods are inseparable from the rest of a culture’s customs, institutions, and ideals. It isn't just “hedonism” or “materialism” to think that “goods” are bound up with some notion of “the good life.” In this course, students will explore economic life though texts in theology, philosophy, history, anthropology, literature, and art -- both "fine" and "commercial" -- as well as economics. Why do we work, and what is the difference between work and toil? What is "property," and why has it taken such a variety of forms? What notions of the good life animate capitalism, socialism, anarchism, and other forms of property and production? What does advertising tell us about our deepest fears and longings? What do production and consumption tell us about our humanity, the world, even God?

ATTRIBUTES: Writing enriched. Humanities, Non-Honors students may take an Honors course with the approval of the Director; minimum 3.0 GPA required.

The modern age, including our own present moment, is characterized by a tendency of exclusion in the name of “being realistic.” By means of such epithets as “superstition,” “primitive,” “epiphenomena,” “psychological,” and “subjective,” we purge the depths of human experience until the nature and meaning of the world begins to appear, to say the least, “impoverished.” If we sometimes resist these trends by, for instance, celebrating the imaginative and the irrational, we also often indulge and further them when it is to our particular advantage. In the early Twentieth Century, however, some of its most distinguished thinkers mounted a true resistance, arguing that the great weakness of modern “realism” was that it was not nearly realistic enough. In excluding the traditional transcendental properties of Being—unity, truth, goodness, and beauty—the modern age has not come to a more accurate, but a radically distorted, sense of the world and our place within it. In this course, we shall study the works of poet-critic T.S. Eliot and neo-Thomist philosopher Jacques Maritain in order to explore the grounds of reality in hopes of recovering a sense of its true depths. We shall follow these two authors in the search for Unity, or Order, in reality; for the Beautiful, in art and poetry, as a way of knowing as much as of “feeling” and in terms of the human person’s capacity to make and discover meaning in things; for the Good in terms of human identity as a political, intellectual, and religious person; and for the True, the foundations of the intelligibility of things in metaphysics and mysticism. These two most wide-ranging and perceptive intellects of the last century, will thus guide us in a return to the Real.

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.

**33328 PHI 2450-001 CATHOLIC SOCIAL THOUGHT**  
MWF 11:30-12:20 Regan

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

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

**ATTRIBUTES:** Ethics.

**33715 T HL 4250-001 GLOBAL POVERTY & JUSTICE**  
TR 10:00-11:15 Toton

**33716 T HL 4250-002 GLOBAL POVERTY & JUSTICE**  
TR 1:00-2:15 Toton

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 minor/concentration, Ethics concentration Tracks II, III, IV; Global Interdisciplinary Studies, Latin American Studies, Advanced Theology, Diversity 3, Writing enriched.

**33717 T HL 4320-001 MARKETS & MORALITY**  
TR 2:30-3:45 Beyer

**33718 T HL 4320-002 MARKETS & MORALITY**  
TR 4:00-5:15 Beyer

Do market economies promote or stifle human welfare, freedom, and the common good? What does Christian discipleship require in the marketplace? This course will consider these questions by utilizing sources in Christian ethics, Catholic social thought, economics, and other disciplines. In addition to these broader issues, we will explore specific topics such as globalization, consumerism, the nature and kinds of capitalism, socialist critiques of the market economy, poverty and its relationship to race and gender, worker justice, economic rights and the impact of the economy on the environment.

**ATTRIBUTES:** Advanced Theology.
33719 THL 4330-001 CHRISTIAN ENVIRONMENTAL ETHICS  
MW 3:00-4:15 Graham
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.
ATTRIBUTES: Advanced Theology.

33735 THL 6200-001 THEOLOGY SERVICE LEARNING PRACTICUM on HUMAN SLAVERY and HUMAN TRAFFICKING  
TR 4:00-5:30 Toton

This one-credit, pass/fail course is designed for CRS Ambassadors who are interested in deepening their knowledge of Human Slavery and Human Trafficking and learning about what Catholic Relief Services, International Non-governmental Organizations (INGOs) and other organizations are doing to address them. The course will draw on the short, targeted, on-line readings and powerful You-Tube videos on the CRS’ Global Solidarity Network Spring 2014 website. Course Requirements: Actively participate in the two 2-week GSN sessions by: reading the assigned on-line readings and viewing the videos, posting responses on the GSN discussion board (guidelines will be given) meeting as a group with Dr. Toton a total of 8 times over the course of the two GSN sessions. The course meets between 4:00-5:30 p.m. on the following Tuesdays and Thursdays: 2/11, 2/13, 2/18, 2/20; 3/25, 3/27, 4/1, 4/3. Note: This course is open to CRS Ambassadors. Registration is “by permission of instructor only.” email suzanne.toton@villanova.edu.
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_______
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