23887 PJ 2500-001 EDUCATION & SOCIAL JUSTICE  
TR 1:00-2:15 Anthony
This course will survey the landscape of education in the U.S., both public and private, and critically evaluate its strengths and weaknesses through the lens of Catholic Social Teaching. We will explore how the content, context, and structure of education in the U.S. serves to perpetuate and intensify inequalities of race, class, and gender in such a diverse culture, and we will address the impact of technology and corporate sponsorship on the “goal” of education. In light of this and in keeping with the tenets of Catholic Social Teaching’s emphasis on those most disadvantaged and devalued in society, we will also explore scholarship that addresses the potential of education to liberate people from such modal inequalities and injustices for whatever might be meant by “full human flourishing,” and to transform ourselves into a more equitable social democracy.
ATTRIBUTES: Core Social Science, Ethics Concentration: Public Policy and Ethics Elective (ETEP), Diversity 1.

23888 PJ 2800-001 RACE, CLASS, & GENDER  
23889 PJ 2800-002 RACE, CLASS, & GENDER  
MWF 10:30-11:20 Pilipchuk
MWF 11:30-12:20 Pilipchuk
This course critically analyses the inequalities that exist in the U.S. as a result of differences based on race, class, and gender. We will explore how privilege and oppression in the U.S. function, their historical legacy, and their ongoing presence in our daily lives. We will examine how race, class, and gender shape the experiences individuals and communities have and the resources, power, and opportunities available to them. This course explicitly acknowledges that race, class, and gender do not exist in isolation from each other, but intersect with each other in crucial ways. Throughout the course we will pay special attention to the ways in which race, class, and gender work together to shape the very nature of privilege and oppression.
ATTRIBUTES: Africana Studies, Cultural Studies, Ethics Concentration: Public Policy and Ethics Elective (ETEP), Gender & Women’s Studies, Philosophy, Diversity 1 & 2.

23890 PJ 2993-001 INTERNSHIP  
23891 PJ 2996-001 INTERNSHIP  
TBA Getek Soltis
TBA Getek Soltis

23892 PJ 4000-001 THE NATURE OF GENOCIDE  
MW 3:00-4:15 Horner
This course presumes that violence and justice have been woven into the human experience so deeply that they are now integrated into our human nature. This course will seek to understand the mechanics of human violence and justice at the practical, philosophical, and theological levels. It will explore violence as a human phenomenon and examine its expressions in racial, sexual, political and religious forms. It will also evaluate various models of justice and fairness - from the more ancient (Hebrew Bible, the early Christian movement, and Sharia) to the more modern examples (TRC in South Africa, Gacaca courts of Rwanda, Catholic Social Tradition in Central America, and Mass Incarceration in the U.S.). The course will also encourage to envision ways of increasing justice in the world. Students are expected to engage actively in class discussions. Students will write weekly journals, submit a take-home midterm, and a research essay that can be shared with the class.
ATTRIBUTES: Cultural Studies, Core Theology, Theology, Diversity 3.

23895 PJ 5000-001 TOP: AGITATING FOR JUSTICE  
M 6:10-8:50 Washington Leapheart
In movement-building work, to agitate is to hold individuals and institutions accountable to our highest values and noblest aspirations. How can we agitate Christian theologies, re-reading the Jesus tradition for communal liberation? How can Christian theologies agitate society, supporting public action for social and political change? The phrase “faith-rooted” describes a style of organizing and action work that is shaped and guided in every way by faith principles and practices. In this course, through readings, lectures, case studies, guest speakers, and written reflections, and a group project, we will explore faith-rooted community organizing as a response to social injustice, throughout history and today. In particular, we’ll examine how
students and people of color, grounded in faith, have mobilized successful campaigns to redistribute power and resources to those who have been denied access. Students will ultimately use their analysis of Christian theologies and faith-rooted frameworks, methods, practices, and outcomes to participate in local organizing, including possibilities with POWER (Philadelphians Organized to Witness, Empower, and Rebuild) and VIA (Villanova Interfaith Activism).

**ATTRIBUTES:** Core Theology, Theology

**23893 PJ 5000-001 HISTORY OF HOMELESSNESS**

TR 10:00-11:15 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:** Ethics Concentration: Public Policy and Ethics Elective (ETEP), Diversity 1.

**23894 PJ 5000-002 GROWING INTO JUSTICE THROUGH AGRICULTURE**

TR 11:30-12:45 Armon

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

**ATTRIBUTES:** Cultural Studies, Ethics Concentration: Ethical Issues in Science Technology and the Environment, (ETST) ENV- Environmental Science, ENVA- Environmental Studies, Diversity 1.

**24754 PJ 5000-003 TOP: THEOLOGY, ETHICS, and CRIMINAL JUSTICE IN AMERICAN**

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?

**ATTRIBUTES:** Criminology, Ethics: Politics, and the Law Elective (ETPL), Humanities, Core Theology, Diversity 1.

**23897 PJ 5600-001 INDEPENDENT STUDY**

TBA Getek Soltis
THE FOLLOWING COURSES HAVE P&J ATTRIBUTES

22595 COM 3207-001 AFRICAN AMERICAN RHETORIC  TR 2:30-3:45 Crable
What does it mean to be black—as an individual and as a member of a community—in the United States? How, historically, has the black experience been constructed through rhetorical discourse, and how does that process continue, in our present, 21st century context? In this class, we will examine these questions (and some answers to them) through a critical examination of a variety of rhetorical artifacts. The primary objective of the course is therefore to develop a comprehensive understanding of the symbols used to rhetorically construct and reconstruct the African American identity and community. Some of these symbols will include historical speeches, essays, articles, and poems written about the black experience in America. Some of these symbols will include contemporary media artifacts that continue to intervene in the struggle over the meaning of blackness in America. We will also study how these symbolic representations created (and create) lived realities sustaining systems of oppression that impacted (and impact) the lives of black Americans—and, indeed, all Americans.


22622 COM 3600-001 SOCIAL JUSTICE DOCUMENTARY  TR 1:00-3:45 Lewis
22623 COM 3600-002 SOCIAL JUSTICE DOCUMENTARY  TR 1:00-3:45 O’Leary
The goal of the course is to allow students to use media-making in the service of social justice. As you participate in this course please remember this definition of a documentary: “Documentaries are about real life; they are not real life. They are portraits of real life, using real life as their raw material, constructed by artists and technicians who make myriad decisions about what story to tell whom, and for what purpose.” This semester’s film will be about a K-8 school in West Philadelphia, St. Francis de Sales. This school has a remarkable academic reputation. The school describes itself as being “comprised of an eclectic and electrifying mix of refugees and children from over 45 nations.” The faculty and staff work hard to celebrate the many different backgrounds found in the student body. The school points out many of their students “have fled revolutions, guerrillas, and wars to come to America to pursue their dreams of peace and freedom. They are the survivors—-from Cambodia, Bangladesh, Eritrea, Liberia, Sierra Leone, Dominican Republic, and dozens of other nations—and the future of our country.” We will use the film making process to explore issues of diversity in education. In-class time will be divided up between lectures, videos, exercises, and demonstration. Many class periods will be in-field production or post-production work. The goal of the course is for all of the students to gain experience in the production of a documentary film. However, after the first weeks of class all students will be given more specific roles so that the film can be completed in the time allotted.

This course will require a substantial time commitment from each student in addition to the Tuesday-Thursday class time. This is a 6 credit course: Permission of Instructor is required.

ATTRIBUTES: Cultural Studies, Peace & Justice.

22634 COM 5300-100 TOP IN IGR DIALOGUE  M 6:00-8:00 Bowen
IGR (Intergroup Relations) are 1-credit courses focusing on creating understanding relationships among people from different social identity groups (e.g., economic, racial and ethnic). This is accomplished by developing the communication skills of dialogic listening, empathy, and intentional engagement. In Fall 2020, all COM 5300 IGR courses will meet Mondays, 6-8pm. Students must complete the application at http://www.villanova.edu/igr and attend all classes. Permission of Chairperson required. Students will be placed in section COM 5300-100 and later assigned to topical dialogues on gender, sexual orientation, racial identity, race, socioeconomic status, and faith. Three IGR courses can be taken over the same or different semesters to count as a Free Elective in CLAS and VSB, as well as a Diversity 1 in CLAS. Course dates: 8/24/20-10/19/20. Course will meet the first night in Gary 10A

ATTRIBUTES: Peace & Justice, Diversity 1.
All students must complete the form at www.villanova.edu/igr. Students must have previously taken the Gender, Gender Identity, Race, or Racial Identity IGR course. Co-facilitators and dates to be determined (Course will run on a weekend in the 2nd half of semester). Permission of Director required.

ATTRIBUTES: Peace & Justice, Diversity 1.

22657 CRM 1001-001 INTRODUCTION TO CRIMINOLOGY MWF 11:30-12:20 Remster
22658 CRM 1001-002 INTRODUCTION TO CRIMINOLOGY MWF 11:30-12:20 Welch
22659 CRM 1001-003 INTRODUCTION TO CRIMINOLOGY MWF 12:30-1:20 Welch
22660 CRM 1001-004 INTRODUCTION TO CRIMINOLOGY MWF 9:30-10:20 Payne
22661 CRM 1001-005 INTRODUCTION TO CRIMINOLOGY TR 10:00-11:15 Grudentjern
22662 CRM 1001-006 INTRODUCTION TO CRIMINOLOGY TR 11:30-12:45 Grudentjern

This course offers an overview of the nature and extent of crime in the United States. The course is designed to provide a fundamental understanding of how crime is defined as well as the historical crime trends in the U.S. and current explanations for these patterns. We will also explore: the key correlates of criminal behavior and existing theoretical explanations for these relationships, several types of crime in-depth, and contemporary forms of crime control and their consequences. Throughout the course we will analyze how crime is related to the broader social context.

ATTRIBUTES: Core Social Science, Peace & Justice.

22663 CRM 3001-001 JUSTICE and SOCIETY TR 10:00-11:15 Arvanites
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, Peace & Justice, Diversity 1.

22733 CST 2100-001 INTRODUCTION TO CULTURAL STUDIES TR 4:00-5:15 Hollis
What is culture? In this introductory course students explore the various definitions of culture in the era of globalization. We'll discuss commercialization and popular culture (music, TV, films, advertisements, etc.) and their representation in the print and electronic media across the globe phenomena.

ATTRIBUTES: Peace & Justice, Diversity 3.

22895 EDU 2202-001 SOCIAL FOUNDATIONS OF EDUCATION II TR 4:00-5:15 Baker
Social foundations of Education traces the development of schooling in the United States from the Colonial period to the present. Special attention is given to critical reflection upon the historical, sociological and philosophical influences upderpinning schooling in the country and how these influences impact opportunities for education for persons in the dominant culture and minority cultures. Issues of political economy, ideology, the use of power and issues of justice and equality and equity will serve as frameworks for class reflection and discussion.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1. Service Learning Component.
22900 EDU 3263-001 DIVERSITY and INCLUSION
TR 2:30-3:45 Bialka
An investigation of the complex issues of race, culture, gender, sexual orientation, and special education through intellectual inquiry and study. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education, gender education, and special education.
ATTRIBUTES: Africana Studies minor/concentration, Core Social Science, Peace & Justice, Diversity 1, Service learning component.

22901 EDU 3264-001 INTRODUCTION TO DISABILITY STUDIES
TR 1:00-2:15 Bialka
Disability Studies refers to the examination of disability as a historical, social, political and cultural phenomenon. As such, the field of disability studies assumes a social constructivist view that is “concerned with the social processes that ‘disable’ people” (Gabel & Danforth, 2002). This course will provide students with a framework for discussing and deconstructing disability and increase their understanding of the role, purpose and function of special education. Over course of the semester, students will have an opportunity to clarify and challenge their beliefs about what it means to have a disability. In addition to presenting undergraduates with information pertaining to specific disabilities and related pedagogical practices, this course sheds light on the social implications of disability. As such, students will examine ableism and the ways in which it is rooted in negative cultural assumptions about disability (Hehir, 2002). Furthermore, students will gain exposure to different theoretical models of disability and use these constructs to examine the legacy of special education in the United States and abroad.
ATTRIBUTES: Core Social Science, Cultural Studies, Peace & Justice, Diversity 1, Service learning component. EDU Majors and Minors Only.

23027 ENG 2304-001 CONTEMPORARY GLOBAL LITERATURE OF ECO-CRISIS
TR 11:30-12:45 Sewell
This course considers emerging directions in contemporary literature and film and pressing questions about the future of “nature” and the problems of global climate change. Drawing from a range of fields including environmental humanities, critical race theory, indigenous studies, and postcolonial studies, we will take an interdisciplinary approach, exploring the ways novelists, journalists, memoirists, film-makers, scientists, philosophers and other thinkers from around the world are responding to and grappling with ecological crisis. Exploring what Lawrence Buell terms “the environmental imagination,” we will study the narratives of individuals and communities affected by and responding to economic and environmental problems on local, national, and international levels, asking how works about climate change and global environmental disaster can help us to confront larger issues of imperialism, neoliberal capitalism, environmental justice, and structural inequalities of race, class, gender and sexual identity. We will also consider genre, asking which artistic and literary forms can help us approach and think about a subject that is so difficult to grasp. Through readings, conversation, and written reflection, we will pursue a series of questions: How have American writers imagined and depicted wilderness, toxicity, and interconnection? What are the political and social consequences of their visions? How have their portrayals of the environment influenced how we use and value it? What role can art and literature play in countering cultural ignorance? How are artists, writers, filmmakers, scientists, journalists, cultural critics and philosophers using culture to (re)imagine different worlds and futures? Ranging from canonical American nature writing to poems about urban gardening to stories of communities weathering a warming world, we will pay particular attention to the way literary forms both encapsulate and reveal environmental change. Requirements include bi-weekly blog posts, a mid-term essay, a final project, and two in-class presentations.
ATTRIBUTES: Peace & Justice, Sustainability Minor, Diversity 3

23037 ENG 3680-001 SPECIAL TOPICS IN 20th and 21st CENTURY IRISH LITERATURE and CULTURE
TR 8:30-9:45 Joyce
The Troubles in Northern Ireland, beginning in the late 1960s and lasting almost thirty years, claimed more than 3,500 lives. The political conflict and violence between unionists—mainly Protestant, who want Northern Ireland to remain British—and nationalists—primarily Catholic, who favor the idea of an Irish state encompassing the island as a whole—took nearly every aspect of life in Northern Ireland. This seminar will examine contemporary literary responses to the atrocities of these recent Troubles in Northern Ireland.
and look at the various responses to peace and ongoing reconciliation. Late twentieth and early twenty-first century voices will represent a range of varied backgrounds who are considered astute observers of the political atmosphere; writers including but not limited to Seamus Deane, Colette Bryce, Seamus Heaney, Sinead Gleeson, and Owen McCafferty. By critically reading these works, we will draw conclusions about the ways in which conflict and peace ultimately shape community, and in doing so, we will come to a fuller understanding of Irish identity.

**ATTRIBUTES: Irish Studies Minor, Peace & Justice,**

**23039 ENG 4648-001 U.S. EMPIRE AND CONTEMPORARY AMERICAN LITERATURE**

MW 4:30-5:45 Lee

What does it mean to think of the United States as not just a nation, but an empire? This course explores how contemporary American writers have responded to, critiqued, and reimagined the expanding place of the United States in the world. We will focus on authors who represent communities who have been absorbed into U.S. empire over time, including indigenous, Latinx, African American, and Asian American authors whose works embed and address histories of contested spaces at the edges of U.S. national expansion: the Indian reservation, the U.S.-Mexico border, the port city, the overseas military base. In such spaces, who becomes included into the nation, and how? Who and what is excluded? What is gained and lost in these negotiations? And how does engaging with the shifting ground of U.S. empire change the way we imagine America, and the way we define American literature? While we will consider the longer history of U.S. imperialism, including early concepts and practices of settler colonialism, westward expansion, and “manifest destiny,” our primary focus will be on the contemporary. We will examine how writers are thinking about and responding to how the U.S. functions as an empire now, in the context of present-day debates over nationalism and globalization and present-day struggles over indigenous land rights, border policing, and war overseas. Requirements for this course will include two papers and a final exam along with informal writing assignments and active participation through discussion. Assigned texts may include Tommy Orange’s *There There*, Layli Long Soldier’s *Whereas*, Tommy Pico’s *IRL*, Gloria Anzaldúa’s *Borderlands/La Frontera*, Ocean Vuong’s *On Earth We’re Briefly Gorgeous*, Jessica Hagedorn’s *Dog eaters*, Tom King’s *Omega Men*, and more.

**ATTRIBUTES: Peace & Justice.**

**23040 ENG 4649-001 INTRODUCTION TO ASIAN AMERICAN LITERATURE & CULTURE**

MW 3:00-4:15 Lee

What does it mean to be Asian American? In this introduction to Asian American literature & culture, you will discover when, how, and why the category of "Asian American" was invented, and how the meaning of this term has changed over time. Together, we will examine how authors and artists have interpreted and represented Asian American life at different moments by creating literary and cultural texts. In reading and analyzing these texts, we will consider relevant historical and political conditions including: histories of Asian migration to and settlement in the United States, histories of war, colonialism, and global capitalism as they have shaped the development of Asian American communities, and the ongoing problem of citizenship as it has shaped Asian American life. Throughout the course, we will employ an intersectional and comparative framework for investigating questions of race, nation, class, gender, and sexuality, and we will situate our readings of Asian American literary texts in a transnational as well as a domestic context. Requirements will include two papers and a final exam along with informal writing assignments and active participation through discussion. Course materials will include literary works by writers such as Maxine Hong Kingston, Carlos Bulosan, John Okada, Miné Okubo, Chang-Rae Lee, and Ling Ma as well as excerpts from TV, film, art, and popular culture.

**ATTRIBUTES: Peace & Justice.**

**23041 ENG 4651-001 LIVES OF THE UNDOCUMENTED**

TR 2:30-3:45 Wangmo

In this course students will examine the lived experiences, conditions, and events of undocumented immigrants as represented by those who were, or who remain without legal documentation, primarily in the U.S. Through the genres of memoir, fiction, poetry, history, creative and critical essays, we will attempt to discuss how the perspective from undocumented immigrants are crucial to understanding citizenship and
belonging in the United States. We will examine concepts and designations of political status such as, “refugee,” “citizen,” “noncitizen,” “illegal,” and their complex relation to race, home, and nation. We will think about these texts in their historical, political, and cultural contexts, both locally and globally. Readings will include Dear America: Notes of an Undocumented Citizen by Jose Antonio Vargaz (2018), The Distance Between Us by Reyna Grande (2013), The Line becomes a River by Francisco Cantu (2018), and Diary of an Undocumented Immigrant by Ramon Tianguis Perez (1991). Other readings include writings by Jose Olivarez, Alberto Ledesma, Layli Longsoldier, Javier Zamora, Marisol Clark-Ibanez; Shalim Hussain, Tenzin Tsundue, Claudia Rankine, Jose Angel N, Mitsuye Yamada and so on.

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

23090 ETH 3010-001 ETHICS OF POLITICAL ACTION MWF 11:30-12:20 Sessions
Debates in our common political life often center on which stance to take on a particular social issue. While important, this course seeks to explore and critically reflect on the diverse forms of political participation and civic engagement through which political change might be pursued. This course will begin by (re)introducing students to classic forms of political participation such as voting, constituent lobbying, and town hall meetings, giving attention to changing understandings of citizenship and continuing challenges to political equality. Students will, then, examine alternative forms of political participation by studying contemporary efforts around educational equity, agricultural labor, indigenous rights, and racial justice. Finally, students will employ Catholic Social Thought to reflect on the nature of just political participation.

ATTRIBUTES: Core Theology, Peace & Justice.

23091 ETH 3010-002 ANIMAL ETHICS TR 1:00-2:15 Covey
For much of Western history, philosophers and theologians alike have held that humanity is a species set apart from all others. The human being is the only animal (if an animal at all) with the capacity for reason, for language, and for religion—and the only animal made in the image of God. This belief in the special status of the human has been invoked to justify the instrumental use of other animals for food, clothing, medical testing, and entertainment. But is it accurate? Are we as unique as we think we are? Did God create the other animals as mere means to human ends? Does how we treat other animals matter?

In this course, we will explore the anthropocentric assumptions of Western society and the challenges posed to those assumptions by ethicists, theologians, animal scientists, and activists. We’ll trace the dominant philosophical and Christian theological approaches to concern for animals, from the birth of the contemporary animal rights movement in the 1970s to feminist and antiracist approaches to veganism today. The course asks whether humans and other animals can enjoy mutual flourishing, how we ought to respond when interests come into conflict, and whether morality itself might be a function of the animal?

ATTRIBUTES: Core Theology, Peace & Justice.

23092 ETH 3010-003 ETHICS IN THE ANTHROPOCENE TR 2:30-3:45 Swenson-Lengyel
To address this larger question, we’ll address the following concerns: 1. What is the Anthropocene and how should we understand it? 2. What aspects of human and non-human life are impacted by the Anthropocene? 3. Is the idea of the Anthropocene accurate or does it promote a false, universal vision of ‘the human’ that ignores uneven contributions to climate change? 4. How might the Anthropocene affect our self-understanding as humans? 5. How might it affect our capacity to act morally? 6. How does the Anthropocene demand new ways of thinking about justice and responsibility? And 7. How might we learn to act in ways that would allow us, as humans, to live well in this new age?

We will address these questions through a) engaging the emerging literature on the subject of the Anthropocene, in conversation and debate with one another, b) writing essays that struggle with and respond to these questions, and c) formulating and executing practical projects that engage the issues that arise from the Anthropocene.

ATTRIBUTES: Core Theology, Peace & Justice, Ethics, Science, Technology, Environment Elective.

23154 GEV 3000-001 ECOSYSTEM SERVICE LEARNING M 3:00-5:45 Kremer
The Urban Ecosystems Service-Learning course explores topics of urban sustainability and environmental justice that relate to urban development. The course focuses on mapping and measuring urban ecosystem services including air pollution reduction, urban greening and more. The service learning component of this
course includes working with undeserved youth in Philadelphia throughout the semester. Students in this
course will rotate weekly between meeting in class for reflection on service-learning, reading discussion, and
group activities; and work with youth in Philadelphia to identify, monitor, quantify, map and represent
ecosystem services in their neighborhoods.

ATTRIBUTES: Peace & Justice.

23154 GEV 3001-100 INTRODUCTION TO SUSTAINABILITY STUDIES    T 6:10-8:50 Lerman
This interdisciplinary course will explore the historical, philosophical, environmental, scientific, economic
and political dimensions of sustainability. Drawing on scientific theory, documentary films, research articles,
class activities, guest speakers and student directed research, students will examine case studies of local,
national and international sustainability initiatives. Students will also examine scientific data shaping debates
on climate change; and the issues facing people of color, indigenous groups, and lower socio-economic
communities in the U.S. and other parts of the world. Together we will investigate the most important moral
and material issues of the 21st century via discussions that depend on regular class participation.

ATTRIBUTES: Peace & Justice.

23158 GEV 3521-001 GIS for URBAN SUSTAINABILITY    MW 1:30-2:45 Kremer
This course is an introduction to spatial aspects of urban sustainability. For the first time in history more than
half of the world’s population lives in urban areas. By 2050 the share of the world’s urban population is
expected to reach 70 percent. As urban population growth continues, urban centers face the problems of
aging infrastructure, economic growth, changing climate, congestion, pollution, and demands of inhabitants
to enhance their quality of life. Cities consume 75 percent of world’s energy and produce almost 80 percent
of global GHG emissions. In response many cities are working to reduce their environmental footprint, and
sustain healthy economic, social and cultural life. Creating a sustainable urban agenda requires new models
of operation. The purpose of this course is to prepare its students to understand and analyze sustainability
issues being faced by cities. In particular, we will focus on spatial issues related to urban sustainability and
learn to utilize Geographic Information Systems in the analysis of urban sustainability.

ATTRIBUTES: Peace & Justice.

23212 GIS 2000-001 INTRO TO GLOBAL STUDIES    MW 3:00-4:15 Harrington
23213 GIS 2000-002 INTRO TO GLOBAL STUDIES    TR 11:30-12:45 Abboud
23214 GIS 2000-003 INTRO TO GLOBAL STUDIES    MWF 8:30-9:20 Harrington
This seminar will enhance the students’ ability to view and analyze global issues from interdisciplinary
perspectives. How do we identify, define, describe and negotiate difference within the global community?
We will explore this question with global issues including knowledge and systems of interpretation,
migration and cultural diversity, race and racism, changing global economies and economic inequality,
population growth, sustainability and the environment, global feminisms, and conflict and international
security. This is a discussion, reading and writing intensive course. You will hone your presentation and
research skills by developing a research project related to the course topics.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 1 & 3.

23220 GIS 6500-100 CAPSTONE RESEARCH    M 6:10-8:50 Abboud
The GIS Capstone seminar is designed as an introduction to the field of postcolonial studies, a dynamic field
of research that has emerged and grown in the past twenty years. Postcolonial studies is defined by an
interdisciplinary approach to a variety issues, including: the experience of colonialism and anti-colonial
struggles; the role of discourse, rhetoric and language in processes of domination and resistance; the complex
ways in which the colonial experience has shaped the modern world; and the social, cultural and political
conditions of postcoloniality. We will begin by defining issues of power relationships in a historic context.
By looking at how certain categories pertinent to postcolonial theory--such as race, gender, and class--are
constructed and by scrutinizing the role of power relationships in these constructs, we will be able unearth
hidden agendas of colonization and the major issues of postcolonial societies. Must be enrolled in one of the
following Majors: Global Interdisc Studies or Peace and Justice.

ATTRIBUTES: Africana Studies, Arab & Islamic Studies, Asian Studies, Cultural Studies, Irish
Studies, Latin American Studies, Peace & Justice, Russian Area Studies, Diversity 2.
23224 GWS 2050-001 INTRODUCTION to GENDER STUDIES  TR 1:00-2:15 Rowen
This course will provide an introduction to gender studies by examining foundational texts in this discipline as well as important texts from the overlapping fields of feminist studies and queer studies. Our approach will be grounded in intersectionality, meaning that we will look at all of the issues raised about sex, gender, and sexuality by also examining how these forces interact with other attributes of identity, such as race, ethnicity, socioeconomic factors, disability, and immigration status. Together we will interrogate various societies’ assumptions about gender and sexuality in order to form a more expansive view of what these categories mean in a contemporary, global world.

ATTRIBUTES: Core Social Science, Peace & Justice, Diversity 2.

23231 HIS 1075-100 GLOBAL WOMEN AND DAILY LIFE  MW 6:00-7:15 Talley
This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine lived experiences of race, ethnicity, class, region and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

ATTRIBUTES: Core History, Peace & Justice.

23233 HIS 1150-002 GENDER AND CONQUEST  TR 8:30-9:45 Kerrison
This course will study the varieties of women’s experiences in the New World colonies as well as the gendered concepts that allowed European men to conquer and subdue the Americas’ indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of “civilizing” the wilderness: French nuns in New France and English women in the Chesapeake. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary); and how gender concepts were used to rationalize European control of the Americas. With the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete.
We will read a wide variety of primary sources that document this monumental period in world history, including: images of exotic peoples (from both European and Indian viewpoints); accounts of conquistadors, Native Americans, missionaries, nuns, captives, enslaved men and women, and indentured servants; law codes that constructed systems of racial and gender hierarchies and harnessed the labor of millions; and John Rolfe’s petition to marry Pocahontas. Secondary readings will provide historical context and theoretical framing to help our reading of the primary sources.

ATTRIBUTES: Core History, Gender & Women’s Studies, Peace & Justice.

23239 HIS 1155-004 TOP: U.S. BLACK FREEDOM MOVEMENT TR 11:30-12:45 Dee Williams
Black struggles for civil and human rights in the United States have historically been connected to global campaigns against slavery, colonialism, and racial apartheid. Using gender and sexuality as essential categories of analysis, this course will explore how a wide range of black Americans have articulated global visions of freedom from the earliest days of slavery in North America through the tenure of America’s first black president. Students will examine how international events have informed, shaped, and impacted black freedom struggles on the American home front. Students will also pay special attention to the strategies and
tactics devised and employed by black activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated peoples around the world. Topics will include but are not limited to African Americans and the global abolitionist movement; the transnational anti-lynching campaign of Ida B. Wells; African-American intellectuals and the rise of pan-Africanism; World War II and the Double Victory campaigns; Cold War civil rights struggles; and the international dimensions of black power and black feminism.


23245 HIS 1165-DL1 GLOBAL MARKETS, EQUALITY AND INEQUALITY TBA/Little
This distance learning course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes and consequences of colonization from 1500 to the present. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression. You will also read a short novella, Voltaire, Candide for one of the analytical reviews.

ATTRIBUTES: Core History, Peace & Justice, Distance Learning.

23251 HIS 2181-001 CIVIL WAR AND RECONSTRUCTION MW 1:30-2:45 Giesburg
This course will be a study of the U.S. Civil War and Reconstruction. The course will be divided into three chronological periods. For the first three weeks, we will consider events leading up to the Civil War. Then, we will examine the war years themselves, including events on the battlefield and on the home front. In the final three weeks of the class, we will consider the period of Reconstruction and how the war is remembered today.


23254 HIS 2296-001 HISTORY OF AMERICAN WOMEN TR 2:30-3:45 Kerrison
“Are 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 workplace, 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: Cultural Studies, Gender & Women Studies, Peace & Justice, Diversity 2.

23259 HIS 3995-001 TOP: HOLOCAUST IN EASTERN EUROPE TR 2:30-3:45 Westrate
The Holocaust was one of the seminal events of the twentieth century, responsible for introducing such words and phrases as ‘genocide’ and ‘crime against humanity’ into our modern vocabulary. Its impact on the interpretation of history, the ways in which we remember an event individually and collectively, and how we construct stories about it, are among its most important legacies. We will use memoirs, film, and other media, as well as scholarly texts. Focusing on the systems and mechanisms of power that led to oppression, deprivation, marginalization, and mass murder, the class will explore the Holocaust’s roots in historical anti-Semitism, move through the prewar and early war years, detail the evolution of the Final Solution, and investigate the developments since, both in the historiography and in other forms of representation. The course is designed to give students the necessary foundation for an understanding of events, familiarize them with the process of how various media shape memory, and explore the concepts of remembering, forgetting, truth, and commemoration within the historical context of an evolving Holocaust ‘narrative.’

ATTRIBUTES: Russian Area Studies, Peace & Justice, Diversity 1.
This course offers an introduction to the history of Middle Eastern and North African Muslim women during the modern period (post 1880). 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, Peace & Justice, Diversity 3.

The notion of human rights as inalienable rights to which all humans are inherently entitled is a fundamentally modern concept. The course will examine the modern history, theory, politics and practice of human rights from a global perspective. It will investigate how ideas about human rights and social justice developed over the past two centuries and examine the meaning and relevance of human rights in dealing with major issues and crises in the world today, including torture, terrorism, poverty, sexism, and racism.

ATTRIBUTES: Peace and Justice, Diversity 1 & 3.

Justice is the habit whereby we give what we owe each other. So asking about justice is to ask about the ultimate basis for a common life. In this course we will inquire into the meaning of justice by interrogating several rival arguments about the meaning of justice. Does justice mean equality? If so, what kinds of equality? And if so how do we make that equality manifest in politics and policy?

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

Is our understanding of the human person sufficient to rise to the challenge of life in the twenty-first century? Covering authors from Tolstoy to Tolkien, this Humanities Gateway seminar examines fundamental aspects of the human experience, from birth through death, and considers how to pursue the good amid the dramatic unfolding of human life.

ATTRIBUTES: Peace & Justice. Contact Chair of Humanities for Registration.

We live in a time when political, economic, and family life dominate our horizon of concerns. And yet we also live in a time when we seem cynical about the possibility of finding meaning in them. How is our dependant, rational nature developed in society through marriage, family, work, markets, and government? How can we engage these activities today in a way that is genuinely good for us?

ATTRIBUTES: Peace & Justice, Political Science. Contact Chair of Humanities for Registration.

What is the economy for? Is it to accumulate wealth or to serve human life? Our thinking that the economy aims at accumulating wealth obscures the vital role of the household in insuring that the economy serves human life and obscures the economic role of women. We explore the economics of the household and the nexus between our understanding of economic life, the family, and the role of women.

ATTRIBUTES: Honors Seminar, Peace & Justice.

This course will seek to understand contemporary concerns about race in America against the backdrop of and in reference to notions of the kind of dignity that our understanding of American democracy seems to promise to uphold and respect. Through constructive dialogue between political philosophers seeking to understand the animating aspirations of democracy and African American authors concerned with the
manifestations of these issues in American democratic culture, we will try to clarify and deepen our understanding of the puzzling and challenging interplay of race, democracy and dignity.

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

23786 PHI 2115-001 ETHICS FOR HEALTH CARE PROFESSIONS  TR 2:30-3:45 Koch
23787 PHI 2115-002 ETHICS FOR HEALTH CARE PROFESSIONS  TR 11:30-12:45 Napier
23788 PHI 2115-003 ETHICS FOR HEALTH CARE PROFESSIONS  TR 1:00-2:15 Koch

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. The overarching question that animates each issue is what does loving this patient/research subject look like? This class aims to make clinicians better at loving patients/subjects.

**ATTRIBUTES: Ethics and Health Care Elective (ETHC), Peace & Justice.**

23790 PHI 2121-001 ENVIRONMENTAL ETHICS  MWF 9:30-10:20 Murdoch
23791 PHI 2121-002 ENVIRONMENTAL ETHICS  MWF 10:30-11:20 Murdoch

This course will explore ethical questions which concern the physical and biological environment, including analysis of competing priorities among environmental, economic and political values. We will examine the theoretical underpinnings of our ethical choices as well as specific issues and dilemmas related to the environment, its preservation, provision, and threats to its continued sustainability.

**ATTRIBUTES: Cultural Studies, Ethical Issues in Science, Technology, and Environment Elective, (ETST) Peace & Justice.**

23793 PHI 2160-001 THE ETHICS of WAR  MWF 9:30-10:20 Scholz

This course will look at some of the normative and practical issues of war. We will address ethical issues facing citizens, combatants, states, and the international community. Although just war theory will receive some primacy, other theoretical approaches to war will also be considered including realism and pacifism. Our study will include war, terrorism and responses to terrorism, preventive war, genocide, crimes against humanity, military intervention, security, cyber-warfare, and uninhabited aerial vehicles, among other related topics. Students will be challenged to connect theoretical discussions to current events and encouraged to read both national and international news sources. Students will also be invited to participate in the Ethics of War Conference at West Point, a joint conference between Villanova and the US Military Academy.

**ATTRIBUTES: Ethics Concentration: Economics and Public Policy elective, Core, Peace & Justice, Theology.**

23794 PHI 2400-001 SOCIAL & POLITICAL PHILOSOPHY  MW 3:00-4:15 Rockhill

This course examines the history of political thought and practice, with an eye to the complex relationships between economic exploitation and various forms of racial, gender and sexual oppression. It explores how political and social systems have been changed over time, and what potentials there are for transformation in the present. Students are exposed to--and encouraged to compare and contrast--a very broad spectrum of political philosophies, including liberalism, feminism, socialism, the black radical tradition, anti-colonial and decolonial theory, Marxism, anarchism and indigenism.

**ATTRIBUTES: Peace & Justice.**

23798 PHI 2450-001 CATHOLIC SOCIAL THOUGHT  TR 1:00-2:15 TBD

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: Cultural Studies, Ethics Concentration: Public Policy and Ethics Elective (ETEP), Peace & Justice, Core Theology.

23931 PSC 4275-001 GENDER, WAR and PEACE
MW 3:00-4:15 Murtagh
In this course students will learn about global conflict and peace through the lens of gender. The course will explore the theoretical intersection of gender, conflict and peace, before examining the impact of war on women, men and non-binary genders, their respective roles in peace processes, and, finally, in post-conflict democracy. The course will confront contemporary topics such as masculinity and war, sexual and gender-based violence, the United Nations Women Peace and Security agenda, post-conflict democratization and LGBT politics in post-conflict societies. We will take a comparative approach with a focus on two critical case studies in this field: Northern Ireland and Bosnia and Herzegovina.

ATTRIBUTES: Gender & Women’s Studies, Irish Studies, Peace & Justice.

23932 PSC 4375-001 TOP:GLOBAL ENVIRONMENTAL POLITICS
TR 8:30-9:45 Seligsohn
Global Environmental Politics and Policy is designed to introduce students to major issues and concepts surrounding the environmental politics and policy internationally and at the global level. We are increasingly aware of the many environmental threats we face. The science grows ever more precise, and in many cases, more dire. We now also have years of experience with tools from governments, the international community, NGOs and business, and yet we continue to face these problems. To understand why we are unable to simply choose options that are just for all people as well as scientifically or economically optimal policy and to implement them, we need to understand the politics. This course will look both at the kinds of policy tools we have available to use and the politics that surround the major issues that challenge us. We will study global environmental issues in depth by topic, and students will have the opportunity to explore these issues more deeply through individual research that culminates in a presentation and through a multi-week United Nations Climate Conference Simulation, where the students will negotiate the next steps in the international process.

ATTRIBUTES: Environmental Studies, Peace & Justice.

24063 SOC 3800-001 SOCIAL MOVEMENTS
TR 4:00-5:15 Bracey
Social movements are oft-seen, but little understood phenomena. In the United States and other democracies, movements simultaneously appear both distant and ever-present. Although some see movements as troublesome threats, others view them as their best hope for improving social conditions. This course is a survey of social movements as social phenomena. Key topics in the course include: definitions of social movements; causes for emergence, success, and decline; outcomes; strategic and tactical choices; importance of identity, culture, and informal phenomena; role of states, formal institutions, and opposition groups. Throughout the course, we will consider social movements from multiple perspectives, particularly those of activists, researchers, states and opposition groups. Upon conclusion of the course, students should be able to: identify and define social movements; recognize movements’ relationship to other social forces; analyze contemporary movements’ opportunities, tactics, strengths, and weaknesses; and recognize common features of activists’ motivations and experiences.

ATTRIBUTES: Core Social Science, Peace & Justice.

24148 SPA 2993-001 SPANISH COMMUNITY INTERPRETER INTERN.
T 5:20-7:20 Hernandez
The course is designed for undergraduate students with advanced proficiency in Spanish who seek to apply and improve their linguistic and cultural competencies in a real-world setting. This course in community interpretation prepares the interns to be verbal interpreters and/or translators of (oral and written) documents, from English to Spanish or vice versa, by introducing them to the basic theory and strategies for written translation and oral interpretation. This includes an introduction to two-way interpretation,
consecutive interpretation, general and legal translation, and specific linguistic areas relevant to the needs of the Law School Clinic clients. Through hands-on practice and exercises, the interns develop the fundamental analytical, cognitive, and linguistic skills that are essential for written translation, and two interpretation modes (consecutive and sight translation). This community-based learning course allows the student intern to use his/her Spanish abilities while helping law students to serve the Latino community in Southeastern Pennsylvania. As part of the course, students will enhance their consciousness about the unfair conditions many immigrants need to face while they struggle to start a new life in the US and to provide for their families and themselves. Students will have the opportunity to be in contact with the immigrant Latino community and, as a consequence of that interaction, they will develop a greater understanding about their situation, along with more compassion and tolerance.

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

24151 SPA 3412-001 HUMAN RIGHTS IN LATIN AMERICAN LITERATURE, CULTURE & FILM
MW 3:00-4:15 Hidalgo Nava

"What does literature and other cultural productions have to say about different human rights violations in Latin America? How do these 'texts' educate and generate awareness on the need to protect and defend human rights? How could telling the different stories about injustice, discrimination, persecution, and other atrocities might help to denounce these violations, create more conscience, hope, and restore both memory and social fabric? These are some of the key questions we will ask ourselves and ponder on in this course. We will focus on the intersection between human rights advocacy and the various cultural forms that explicitly attempt to participate in human rights discourse. We will study novels, movies, photography, testimonials, poetry, plays, paintings, comics, etc. that reflect on the atrocities of human rights violations in Latin America from colonial times to our days. The course will deal with topics such as the European conquest and the resulting enslavement of the original peoples of the Americas and Africa; the role of the Inquisition in prohibiting free speech and religious freedom; the overexploitation of the land and workers by foreign companies with the consent and aid of local governments; the Guatemalan genocide of the 1980s; the dictatorships in the Dominican Republic and South America; Latin American immigration; the dirty war and forced disappearances in various countries; violence against women, etc. We will focus on the ethical and aesthetical aspects of human rights storytelling and artistic representations. This course examines a range of human rights stories through collaborative learning and a balance of context and close reading, where stories are studied both for what they say and how they say it."

ATTRIBUTES: Latin American Studies, Peace & Justice.

24156 SPA 3412-006 LATINX LITERATURE & PERFORMANCE ART
TR 4:00-5:15 Sandez

This course examines representative literature and performance of Puerto Rican and other Latin@ writers living in the United States. We will study chronicles, diaries, autobiographies, and testimonials, as well as the Diaspora experience and the cultural affirmation of identity as portrayed in short stories, drama, poetry and performance art. The course will expose the student to performative activities, literary criticism and data visualization (the last two weeks). We will finish the course learning to code in python our own graph for the final paper. Overall, the seminar offers a historical and critical grounding for Chicano/Latino writing in the US by surveying Latin@ literature from the nineteenth century to the present. We will explore works by authors such as José Martí, Judith Ortiz Cofer, Julia de Burgos, Jesús Colón, José E. Muñoz, Piri Thomas, some of the Nuyorican Poets, Gloria Anzaldúa, Tania Bruguera, Junot Díaz, Josefnia Baez, and many others. The course will be taught in English.

ATTRIBUTES: Latin American Studies, Peace & Justice.

24271 THL 3790-002 THEOLOGY CAPITAL AND (IN) JUSTICE
TR 11:30-12:45 Grimes, G.

In the present course, we will explore what theology has to offer by way of a critique of capitalism, as manifested historically and in the present, with a focus on recognising, understanding, and undoing the structural injustices endemic to its logic and systems. Christianity’s ‘preferential option for the poor’ and vision of the ‘reign of God’, based upon Jesus of Nazareth’s life and ministry, as well as Catholicism’s holistic worldview, offer a fundamental reproach to the flawed anthropological assumptions of capitalism, as a political and economic system, while offering alternative ordering principles, orientation, and living witness to a truly just vision of society, marked by love of God, neighbour, and all creation. We will engage
thinkers who offer fundamental insights as to the violence, exploitation, and systemic abuse of power, essential to capitalism; linking these insights to real-world examples of how this affects all people, but especially the oppressed and marginalized; while envisioning and experimenting with socially just models and understandings that can bring about authentic societal transformation.

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

24274 THT 4490-001 STEWARDSHIP OF CREATION: SUSTAINABILITY & ENVIR. JUSTICE
TR 8:30-9:45 Purcaro
This course presents Catholic Social Teaching on the environment, centering on Pope Francis’ Encyclical Laudato Si, “On Care for our Common Home”. We will treat the Sustainable Development Goals identified by the community of nations and how achieving them depends highly on an ethos of sustainable living. We will consider the particularly Augustinian contribution to this topic. The methodology of the course follows that of the Encyclical itself: See-Judge-Act, and encourages involvement in sustainability activity.

ATTRIBUTES: Core Theology, Peace & Justice.

24279 THT 5000-001 BLACK THEOLOGY & BLACK POWER
MW 4:30-5:45 Lucky
In this course, we will explore the theological implications of racist practices and connect those implications to the call for justice and liberation most recently articulated in the Black Lives Matter movement. A fundamental question is one of Theodicy: If God is benevolent, just and powerful, how can does evil persist in the lives of Black people living in the United States of America? As we study together, we will engage the Bible, religious scholarship and the texts of historical narratives, literature, visual art and films to explore key theological topics (to include: sin/evil, salvation and racism). Ultimately, we will seek to be empowered to integrate a new understanding into our own moral practice, in order live up to the prophetic call to fair and equitable justice for all.

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

23895 THT 5000-100 TOP: AGITATING FOR JUSTICE
M 6:10-8:50 Leapheart
In movement-building work, to agitate is to hold individuals and institutions accountable to our highest values and noblest aspirations. How can we agitate Christian theologies, re-reading the Jesus tradition for communal liberation? How can Christian theologies agitate society, supporting public action for social and political change? The phrase “faith-rooted” describes a style of organizing and action work that is shaped and guided in every way by faith principles and practices. In this course, through readings, lectures, case studies, guest speakers, and written reflections, and a group project, we will explore faith-rooted community organizing as a response to social injustice, throughout history and today. In particular, we’ll examine how students and people of color, grounded in faith, have mobilized successful campaigns to redistribute power and resources to those who have been denied access. Students will ultimately use their analysis of Christian theologies and faith-rooted frameworks, methods, practices, and outcomes to participate in local organizing, including possibilities with POWER (Philadelphians Organized to Witness, Empower, and Rebuild) and VIA (Villanova Interfaith Activism).

ATTRIBUTES: Core Theology, Theology

24280 THT 5000-100 DO BLACK LIVES MATTER TO GOD: A THEOLOGICAL EXPLORATION OF RACE AND RESISTANCE
W 6:10-8:50 Leapheart
Has God sanctioned #BlackLivesMatter? Would Jesus protest the killings of Michael Brown, Sandra Bland, Tamir Rice, Eric Garner, Rekia Boyd, or Aiyana Stanley-Jones? How should people of Christian faith respond to Black protest? In this course, we will attempt to construct a Divine argument for resistance to racialized violence and oppression. To do this, we will engage the biblical text and the texts of historical narrative, literature, poetry, music, visual art, and film to explore key theological topics, including sin, suffering, and salvation. As we center the perspectives of Black, womanist, mujerista, queer, and Native theologians, scholars, organizers, artists, and activists, we will seek to discover a theological framework for the contemporary Movement for Black Lives. Ultimately, we will seek to be empowered by this framework, integrating it with our own faith and practice in order to live into the prophetic call to do justice.

ATTRIBUTES: Africana Studies, Core Theology, Peace & Justice, Diversity 1.
This course is an inquiry into the victims, perpetrators, rescuers, and bystanders around the Nazi genocide of the Jews and others. Utilizing film, history, memoir, social science and theology we will examine aspects of the Holocaust from the perspective of ethics, theology, and religious studies. How could Nazism turn 'ordinary men' into mass murderers? How could so many remain passive bystanders? What did Christians do to perpetuate and resist such evil? How did Jews and Jewish theology understand the Holocaust? How did Nazism understand Christianity? Why did some rescue and other collaborate? Where was God? Debates around this distinct catastrophe have relevance for us today as we consider universal claims about human nature, morality, suffering, and the responsibility of religious traditions for resisting evil and promoting justice.

ATTRIBUTES: Core Theology, Peace & Justice.

PLEASE SEE FOLLOWING PAGE FOR A PEACE & JUSTICE MAJOR/MINOR APPLICATION
The interdisciplinary curriculum of the Center for Peace and Justice Education is rooted in Villanova’s Augustinian tradition of education in the service of peace and social justice, with particular emphasis on the poor and marginalized in society. Students are prepared to understand the essential elements of a moral and just society, reflect on models for socially responsible resolution of injustice and conflict, and learn the necessary skills to be advocates for a just and peaceful world.

**MINOR** (18 Credits/6 Courses)

To satisfy the minor, students must complete the following:

- **One Foundational Course from the following:**
  - PJ 2250 Violence and Justice in the World
  - PHI 2450 Catholic Social Thought
  - PJ 2700 Peacemakers and Peacemaking
  - PJ 2800 Race, Class and Gender
  - PJ 2900 Ethical Issues in Peace and Justice
- **Five PJ Electives**
  - PJ courses or courses with the PJ attribute
  - Three 1-credit courses with the PJ attribute can be bundled to count as one elective, e.g.,
    - COM 5300: Intergroup Dialogue (IGR)
- **PJ ePortfolio** (three pieces of work and short reflection)

**NOTE:** No more than three foundational courses may receive credit for the minor. No more than three 1-credit courses may receive credit for the minor.

**MAJOR** (30 credits/10 courses) The major in Peace and Justice Studies is offered in collaboration with the Department of Global Interdisciplinary Studies. To complete the major, students take five required courses (PJ 2800: Race, Class, and Gender; GIS 2000: Intro to Global Interdisciplinary Studies; PJ 2993: Internship; GIS 6500 Senior Capstone 1: Research; GIS 6600 Senior Capstone 2: Thesis) and five elective courses in Peace and Justice, courses with a Peace and Justice attribute, or courses otherwise earning Peace and Justice credit. Electives should be determined in consultation with the program director and tailored to the student’s field(s) of interest.

To apply for a Minor in Peace and Justice, please complete the information below or apply on-line at peaceandjustice@villanova.edu. Return it to Dr. Kathryn Getek Soltis, Director of the Center for Peace and Justice Education, Corr Hall, 106. Or email: kathryn.getek.soltis@villanova.edu

Name ___________________________________________ Student # __________________________

Email Address ___________________________Major __________________________

Date of Graduation ______ I wish to pursue a Major _______ or a Minor ______

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